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## **THE TRACY LEARNING CENTER VISION**

Tracy Learning Center was established to forge new and innovative ways to approach teaching and learning to address the needs of students in grade K through twelve. The Corporation consists of three charter schools: Primary Charter for grades K to 4; Discovery Charter School for grades 5 to 8; and Millennium High School for grades 9 to 12. The charters each address the needs of their students by utilizing technology, innovative interactive methods of teaching and a personalized approach. Students are prepared for their future by obtaining the skills needed to be productive citizens of tomorrow.

## **TLC Philosophy**

The purpose of our schools' programs is to provide educational opportunities for the maximum growth of every student enrolled in the charter schools. The educational program must assure the cultivation of the student's intellectual, moral, and creative capacity. Our schools must present a program of sufficient breadth and scope to deal with a variety of abilities, capacities, and patterns of growth. The program is to be revised as needed. The ultimate aim is to produce self-disciplined individuals who are capable of making intelligent decisions in all aspects of our modern social environment. Graduates will be prepared to be productive and responsible members of society in the 21st Century.

# ADMINISTRATION

## **CONCEPTS AND ROLES**

The Governing Board recognizes that administration performs essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of resources and personnel.

The Board expects administration to provide leadership in developing and implementing the vision and goals for the educational program and in evaluating and reporting on the progress toward that vision. Administration is expected to help shape the culture and environment in a manner that instills confidence in The Charter, encourages positive relationships with the community, and focuses operations on enhancing student achievement.

The Director is the chief executive officer and educational leader of the Charters. As a member of the governance team, he/she shall advise and assist the Board in the exercise of its governance responsibilities.

The Director is granted the authority to make decisions concerning operations within the parameters of law and Board policy. He/she shall be responsible for developing administrative structures and decision-making processes that allow the Charter to fulfill its responsibilities in an efficient manner. The Director may delegate to other district staff any duties imposed upon him/her by the Board. This delegation shall not relieve the Director of responsibility for actions taken by his/her designees.

BUSINESS AND  
NON-  
INSTRUCTIONAL  
OPERATIONS

## **COMMUNITY RENTAL OF SCHOOL DISTRICT FACILITIES**

The Tracy Learning Center currently uses Tracy Unified School District facilities for a fee of 2% of its annual budget. This arrangement replaces Prop 39. The current Memorandum of Understanding and the Facility Use Agreement states that the Charters may not sublease facilities to any party.

## **INVESTING**

As a matter of good fiscal practice the governing board authorizes the Executive Director in coordinator with the advice of Business Service contractor to invest all or part of the special reserve fund monies not required for the immediate operations.

## **PURCHASING PROCEDURE**

The procurement function is one of the major responsibilities of the Executive Director who works directly with the Director of Finance and the contracted business service company.

Four fundamental functions of the purchasing department are as follows:

1. Authorize the purchase of the proper product required.
2. Have the product available when needed.
3. Order the proper amount of the product.
4. Secure competitive pricing.

The Governing Board requires every transaction between a buyer and a seller involving transfer of property, equipment, supplies or services are by purchase order or formal contract. These purchase orders, and other purchase obligations, are to be signed by the Executive Director.

The specified items to be procured will utilize a pre-numbered purchase order system in all transactions where a formal legal contract is not required. In addition, the district will continue enforcing the following purchasing practices:

1. Compilation and processing of information to ensure timely delivery of goods, and monitoring and improving of supplier performance.
2. Purchasing of goods and services for the charter which is intended to meet the needs of the person or department requesting them, yet will permit the efficient and effective use of public funds.
3. Any order delivered without a purchase order may not be accepted until a purchase order is issued.
4. Employees spending funds without proper authorization and who expect reimbursement must be aware that reimbursement will most likely be denied.

### Recycled Materials

Whenever recycled products of equal fitness and quality are available at no more than the cost of recycled products, TLC shall purchase recycled products. TLC also may give preference to the suppliers of recycled products.

## **PURCHASING PROCEDURE (continued)**

### Preference for California Products

Price, fitness and quality being equal, the district shall give preference to supplies manufactured, grown or produced in California, and shall next prefer supplies partially manufactured, grown or produced in California. Routine requisitions between \$5,000 and \$15,000 are ratified on the consent calendar when the board approves the warrants list. Items or expenses exceeding 15,000 will be approved as an action item.

## **EDUCATIONAL TRAVEL PROGRAM CONTRACTS**

Field trips and other travel opportunities for students is a valuable tool in supporting classroom instruction and promoting students' awareness of places and events. In contracting with organizations to provide educational travel services, TLC will ensure a quality educational experience and the health, safety and welfare of each student traveler.

The Executive Director or Designee shall contract only with educational travel organizations which adhere to state law and exhibit safe and reputable business practices.

These procedures are intended to ensure TLC selects the highest quality vendor, taking into account student safety, quality of the program and fiscal integrity.

Educational travel organization or organization means a person, partnership, corporation, or other entity which offers educational travel programs for students residing in California. (Business and Professions Code 17552)

Student traveler or student means a person who is enrolled in elementary or secondary school, grades kindergarten through grade 12, at the time an educational travel program is arranged with an educational travel organization.

Educational travel program means travel services that are arranged through or offered to an elementary or secondary school in the state, and where the services are represented to include an educational program as a component.

## **EDUCATIONAL TRAVEL PROGRAM CONTRACTS (continued)**

### **A. PROCEDURE**

The Director shall ensure that each written contract with an educational travel organization includes all of the following: (Business and Professions Code 17554)

1. The travel organization's name, trade or business name, business address, business telephone number and a 24-hour emergency contact number
2. An itemized statement which shall include but not be limited to:

## **EDUCATIONAL TRAVEL PROGRAM CONTRACTS (continued)**

- a. Services to be provided as part of the program
  - b. Agreed cost for the services
  - c. A statement as to whether or not the educational travel organization maintains insurance that supplies coverage in the event of injury to any student traveler, including the type and amount of coverage, the policy number and issuer, and the name and telephone number of the person or organization which is able to verify coverage
  - d. Any additional costs to students
  - e. The qualifications, if any, for experience and training that are required to be met by the educational travel organization's staff who shall accompany students on the educational travel program
3. A written description of the educational program being contracted for, including a copy of all materials to be provided to students
4. The number of times the educational travel program or a substantially similar educational travel program proposed by the contract has been conducted by the organization and the number of students who completed the program
5. The length of time the organization has either been arranging or conducting educational travel programs and, at the option of the organization, other travel services with substantially similar components
6. The name of each owner and principal of the organization

## **FINANCIAL REPORTS AND ACCOUNTABILITY**

The Governing Board is committed to ensuring the fiscal health of the Tracy Learning Center and providing public accountability. The Board shall adopt sound fiscal policies, oversee the organization's financial condition, and ensure that the financial systems support the district's goals for student achievement.

The Executive Director shall provide the Board with financial reports throughout the year in accordance with law and as otherwise requested by the Board.

The Director shall ensure that all financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education.

The Board shall select an external independent auditor and regularly communicate the Tracy Learning Center financial position to the public and shall use financial reports to determine what actions and budget amendments, if any, are needed to ensure the organization's financial stability.

The Board shall authorize the Charter to conduct accounting on a fund basis in accordance with the California School Accounting Manual.

If conditions exist that may indicate the organization might not be able to meet its fiscal obligations, the Board and Director shall act quickly to identify and resolve these conditions.

All reports regarding finance must be sent to the District as the financial oversight manager for the charter. Any concerns or questions resulting from the submissions must be responded to in a timely and effective manner.

## **ENVIRONMENTAL SAFETY**

Tracy Learning Center recognizes its obligation to provide a safe and healthy environment for students, staff and community members. The Board shall identify and address potential risks to health and the environment and shall ensure that environmental resources are used in a responsible manner.

The Governing Board believes that students and employees have the right to learn and work in a safe, clean and healthy environment. Since the facilities are leased by the Tracy Unified School District, the Tracy Learning Center must inform the district of potential environmental safety concerns.

### **PEST MANAGEMENT**

Sanitary measures shall be enforced and buildings regularly cleaned to prevent infestations, minimize the use of pesticides, and eliminate routine spraying.

The Executive Director or designee shall notify employees and parents/guardians, as appropriate, if an environmental hazard is discovered at the site. The notification shall detail the district's efforts to remedy the hazard once the charter has notified the district.

## **EMERGENCIES AND DISASTER PREPAREDNESS PLAN**

The Governing Board recognizes that all staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Assistant to the Director with the support of the Director of Facilities shall develop and maintain a disaster preparedness plan which details provisions for handling all emergencies and disasters and which shall be included in the comprehensive school safety plan.

## **FREE AND REDUCED LUNCH**

The Tracy Learning Center does not receive federal funds for free or reduced meals. The food served in the Tracy Learning Center is prepared on site and is planned with nutritional standards in mind.

Provisions are made for parents who need assistance to contact the charter to request assistance.

The plan for receiving free or reduced price meals shall ensure the following:

1. The names of the students shall not be published, posted, or announced in any manner.
2. The Charters use a computerized point of sale program that insures there is no overt identification of any of the students.
3. The students shall not be required to work for their meals
4. The students shall not be required to use a separate dining area, go through a separate entrance.

### Applications

An application form for free or reduced price meals shall be available to all parents/guardians at the beginning of each school year, together with information about eligibility standards, application procedures, and appeal procedures.

Applications for free or reduced price meal programs shall be available to students at all times during the regular school day and shall contain the following statements:

The money to provide free or reduced lunches is provided within the general fund budget.

## **STORAGE CONTAINERS**

The Governing Board realizes the necessity of utilizing cargo storage containers when existing facilities cannot adequately accommodate the various storage needs.

### Location Criteria

The Director of Facilities will ensure the safety of students, staff, and anyone using the facilities by placing storage containers in locations that will not compromise safety or conflict with the site programs. Staff will ensure not to breach the security of schools by placing storage containers in areas that will permit access to rooftops, fenced enclosures, or other secured areas. Placement will not interfere with existing utilities or irrigation.

### Sub grade Criteria

Units must be placed on a firm surface that will not settle, such as gravel over compacted soil, new or existing asphalt, or a concrete surface. The area must have no standing water and the drainage flow must be directed away from the unit. If a new asphalt surface is to be created, this is to be done by placing 4" of base rock with 2" of asphalt. When possible, container shall be located adjacent to existing hard, prepared surface for access.

### Cargo Container Specification

Units must be commercially manufactured containers. Units must be completely securable by the means of pad locks. Units must be painted to match to blend into the area it is located. Typically, this will be the base color of the exterior buildings.

HUMAN  
RESOURCES- ALL  
PERSONNEL

## CONCEPTS AND ROLES IN PERSONNEL

The Governing Board wishes to establish, through the personnel policies and regulations of the organization, conditions that will attract and hold the best qualified personnel for all positions, who will devote themselves to the education and welfare of the students.

The Governing Board affirms its intention to have all policies, regulations and procedures of the charter conform to all requirements of law and state regulations, including affirmative action, equal employment opportunity, a single-standard salary schedule, and comparable staffing, programs, instructional supplies and curriculum materials.

Provisions for the implementation of adopted policies should include channels of communication and procedures for the handling of professional and ethical problems, through which all persons or groups affected, may voice their opinions.

### The Governing Board

Adopts salary schedules and increases

The Executive Director assigns, directs and supervises the work of all employees

### Working Relationships between Board and Executive Director

The Governing Board desires to be guided principally by the advice of the director in regard to its relations with certificated and classified personnel.

The Governing Board does not desire to exercise its employment responsibilities contrary to the recommendation of the director, and will not employ any person unless recommended by the director.

The Governing Board agrees that all approaches by employees to the board or to the individual members of the board shall be referred to the Director. If concerns regard the Director, the board members can ask for a closed session to discuss the issues raised by individuals.

## **DRUG AND ALCOHOL-FREE WORKPLACE**

The Governing Board believes that the maintenance of drug and alcohol-free workplaces is essential to operations.

No employee shall unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug or controlled substance as defined 21 U.S.C.

§ 801 et seq., before, during or after school hours at school or in any workplace. A school workplace is any place where school work is performed, any school-owned or school-approved vehicle used to transport students to and from school or school activities; any off-school sites when accommodating a school-sponsored or school-approved activity or function where students are under charter jurisdiction; or during any period of time when an employee is supervising students on behalf of the charter.

The Director shall:

1. Publish and give to each employee a notification of the above prohibitions. The notification shall specify the actions that will be taken against employees who violate these prohibitions. The notifications shall also state that as a condition of employment. The employee will abide by the terms of this policy and notify the employer, within five days, of any criminal drug or alcohol statute conviction which he/she receives for a violation occurring in the workplace.
2. Establish a drug and alcohol-free awareness program to inform employees about:
  - a. the dangers of drug and alcohol abuse in the workplace;
  - b. the district policy of maintaining drug and alcohol-free workplaces;
  - c. any available drug and alcohol counseling, rehabilitation, and employee assistance programs; and
  - d. the penalties that may be imposed on employees for drug and alcohol abuse violations.
3. Notify the appropriate federal granting or contracting agencies within ten (10) calendar days after receiving notification from an employee or otherwise, of any conviction for a violation occurring in the workplace.
4. Initiate disciplinary action within thirty (30) calendar days after receiving notice of a conviction for a violation in the workplace from an employee or otherwise. Such

## **DRUG AND ALCOHOL-FREE WORKPLACE (continued)**

action shall be consistent with state and federal law, the appropriate employment contract, the applicable collective bargaining agreement and district policy and practices.

5. Make a good faith effort to continue maintaining a drug and alcohol-free workplace through implementation of Board policy.

The Board may not employ or retain in employment persons convicted of a controlled substance offense as defined in California Education Code § 44011. If any such conviction is reversed and the person acquitted in a new trial or the charges dismissed, his/her employment is no longer prohibited. For the purpose of this policy, "conviction" shall mean a finding of guilt, including a plea of nolo contendere, or imposition of sentence, or both, by any judicial body charged to determine violations of federal or state criminal drug or alcohol statutes.

## **USE OF TECHNOLOGY**

The Governing Board recognizes that technology does enhance employee performance by improving access to and exchange of information, offering effective tools to assist in providing a quality instructional program, and facilitating operations. It is considered a very important tool for the Tracy Learning Center for both staff and students. The Board expects all employees to learn to use the available electronic resources that will assist them in their jobs. As needed, staff shall receive training in the appropriate use of these resources.

Employees shall be responsible for the appropriate use of technology and shall use the electronic resources only for purposes related to their employment. Such use is a privilege which may be revoked at any time.

Employees should be aware that computer files and communications over electronic networks, including e-mail and voice mail, are not private but are not screened.

All computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or child pornography, and that the operation of such measures is enforced.

## **COMPLAINTS REGARDING EMPLOYEES**

The Governing Board believes that the quality of the educational program can improve when the organization listens to complaints, considers differences of opinion, and resolves disagreements through an established objective process.

The Governing Board recognizes the need for providing parents, guardians and/or other members of the public with a complaint process regarding employees.

The Governing Board expects that members of the public will make every effort to resolve their complaints and disagreements informally before resorting to formal complaint procedures.

Individual Board Members do not have authority to resolve complaints. If approached directly with a complaint, however, Board Members should listen to the complaint and show their concern by referring the complainant to the Executive Director so that the problem may receive proper consideration.

The Director shall comply with the uniform complaint procedure.

HUMAN  
RESOURCES-  
CERTIFICATED

## **CERTIFICATED PERSONNEL**

The Governing Board considers it necessary to clarify the role of teachers and other certificated personnel in the educational program in order that they may perform optimally.

The policies and regulations governing certificated personnel are established to inform certificated personnel of the framework within which they operate. The Governing Board intends that they be administered uniformly and fairly.

The Governing Board considers it the right and responsibility of the total staff to offer their abilities, experiences and interests to the consideration and solution of problems, policies and advancement of the total educational program.

All policies, rules and regulations concerning school personnel shall be in writing. Staff will sign a form indicating they have read and understood the most recent edition of the handbook on line.

The duties and responsibilities of school positions shall be clearly defined and made known to each member of the certificated staff who shall be held accountable for those duties assigned to him/her. Job descriptions/descriptions of duties and other requirements for positions held by certificated staff shall be made available.

## **RECRUITMENT AND SELECTION**

The Governing Board desires to employ the most highly qualified person available for each open position.

To provide guidance and direction for the Director to recommend only those candidates who meet all qualifications established by law and the Board for the position. Nominations for employment shall be based upon screening devices, interviews, observations, and recommendations from previous employers.

The Director or designee shall develop recruitment and selection procedures which include:

1. Assessment of the needs for specific skills, knowledge and abilities;
2. Development of job descriptions which accurately describe all essential and marginal functions and duties of each position;
3. Dissemination of vacancy announcements to ensure a wide range of candidates;
4. Screening procedures which identify the best possible candidates for interviews; and
5. Interview procedures which determine the best qualified candidate
6. No inquiry shall be made with regard to the age, sex, race, color, religion, national origin, medical condition, disability or sexual orientation of a person seeking employment. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job.

Employment practices shall not discriminate against legal non-citizen residents. Inquiries to assure employment eligibility shall be made in accordance with Board policy.

No person shall be employed without the recommendation or endorsement of the Executive Director.

## **POLICY & PROCEDURES FOR HIRING ATHLETIC DEPARTMENT**

1. Job openings will be submitted to Human Resources
2. Positions will be posted in-house for 3 days in Human Resources with an e-mail to notify staff of new posting.
3. After the 3 day "in-house" posting, the position(s) will be posted on Ed-join an outside "job opportunity" website for 5 days.
4. After the 5<sup>th</sup> day of outside postings, the posting will be removed and all screened applications by Human Resources will be delivered to the Athletic Director for interviews.
5. Once applicants have been screened for recommendations for an interview, all applications must be submitted back to Human Resources with a date and time for interviews to be conducted.
6. The MHS Athletic Director will call references on the finalists.
7. The Athletic Director will recommend employment to the Director for approval.

*v Stewart*  
*4-23-09*

## **CONTRACT FOR EMPLOYMENT**

All personnel connected with the Tracy Learning Center understand they are employed on a need by need basis. All employees sign a yearly contract. Once it is determined that there are staff needs for the new school year, staff will be notified of continued employment.

This will be by March of the previous year. Staff is expected to state if they plan to return within thirty days of being offered a new contract.

Staff notifying the charter of a resignation after signing the contract for the new school year may be held to the contract until a replacement has been hired.

## **PERSONNEL RECORDS**

Personnel records shall be kept on all current employees and shall include information usually expected in good personnel administration.

A file shall be kept for all resigned or retired employees, including such essential information as shall seem appropriate to the administration.

All personnel files will be considered confidential and will not be available to persons other than the employee and those authorized in writing by the Executive Director.

Except for the ratings, reports or records specified above as not open to inspection, employees shall be notified whenever derogatory information is to be placed in their personnel files. Any employee so notified may ask to review and comment on the contents. Such a review shall take place during normal school hours. The employee shall be released from duty for this purpose without a salary reduction. All other written materials filed in personnel records shall be made available for inspection by the employee at an off-duty time. Inspection shall take place in the presence of an administrator or designated confidential employee. Derogatory material may be reviewed by the employee during release time.

## **EMPLOYMENT REFERENCES**

The Executive Director shall process all requests for references, letters of recommendation, or information about the causes or reasons for separation regarding all employees. All letters of recommendation to be issued on behalf of the Charter for current or former employees must be approved by the Executive Director.

At his/her discretion, the Director may refuse to give a recommendation. Any recommendation he/she gives shall provide a careful and truthful account of the employee's job performance and qualification.

## **RESIGNATION**

The Executive Director shall be authorized by the Board of Education to officially accept the resignation of any employee. The resignation shall be irrevocable at the time of receipt by the Executive Director or his/her designee. The deadline for submitting a letter of resignation shall be two weeks prior to leaving. Once a new contract is offered, the employee has 30 days to reply.

If, without obtaining acceptance of his/her resignation, a certificated employee leaves the employ of the Charter after the specified deadline for submitting a letter of resignation stated above, leaves during the school year, or leaves before the effective date of the resignation, the Director is directed to report this fact, with supporting evidence, to the Commission for Teacher Preparation and Licensing. The Commission may suspend the credentials of teachers who leave the Charter in this manner.

## **NON-DISCRIMINATION**

The Governing Board is committed to a policy of non-discrimination on the basis of sex in the Education Program or activities which it operates. The Charter is required by Title IX to implement regulations that ensure and promote non-discrimination on the basis of sex. All complaints of sex discrimination may be referred to the Executive Director or to the Director of the Office of Civil Rights Department of HEW at 760 Market, Phone 415-556-8586, in San Francisco.

## **EXPOSURE CONTROL PLAN FOR BLOODBORNE PATHOGENS**

The Executive Director shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Director or designee shall establish a written Exposure Control Plan designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis virus (HBV).

The Director or designee shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter's Exposure Control Plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

The Director or designee may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter's exposure determination may petition to be included in the Charter's employee inservice and hepatitis B vaccination program. Any such petition should be submitted to the Director or designee who shall evaluate the request and notify the petitioners of his/her decision. The Director or designee may deny a request when there is no reasonable anticipation of contact with infectious material.

## **DRESS AND GROOMING**

The Governing Board believes that since teachers serve as role models, they should maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

It is the Board's expectation that during school hours, staff wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities. Women are to dress professionally and men are to wear collared shirts and ties. Appropriate shoes are to be worn. No jeans are to be worn in the workplace when students are present, except for certain field trips or "Spirit Days".

## **COACHES**

### **A. Purpose and Scope**

To provide guidance and direction for Charter personnel regarding employment and training of temporary athletic team coaches.

### **B. General**

1. The Athletic Director shall determine criteria in accordance with law for certifying the competency of all staff employed to coach or supervise athletic teams.
2. Prior to employment, the Executive Director shall ensure that all temporary coaches, certificated or non-certificated, have received appropriate training, are qualified in all competencies required by law, and meet or will meet all qualifications for employment.
3. He/she may waive competency requirements for persons enrolled in appropriate training courses leading to acquisition of the competency, provided such persons serve under the direct supervision of a fully qualified coach.
4. Volunteer athletic team coaches shall meet all the qualifications and competencies required of temporary athletic team coaches employed by the Charter.

## COACHES (continued)

### Competencies

Temporary athletic team coaches shall give evidence of the following required competencies:

1. Care and prevention of athletic injuries, basic sports injury first aid, and emergency procedures:
  - a. Completion of a college-level course in the care and prevention of athletic injuries and possession of a valid cardiopulmonary resuscitation (CPR) card.
  - b. A valid sports injury certificate or first aid card, and a valid cardiopulmonary resuscitation (CPR) card.
  - c. ASEP Coaching Class
2. Coaching theory and techniques in the sport or game being coached:
  - a. ASEP Coaching Class
3. Knowledge of the rules and regulations pertaining to the sport or game being coached, the league rules, and, at high school level, the regulations of the league.

## **COACHES (continued)**

In addition, non-certificated persons employed to coach or supervise athletic teams must first be determined:

1. Not to have been convicted of any offense referred to in Education Code 44010, 44011 or 44424, or any offense involving moral turpitude or evidencing unfitness to associate them with children.
2. To be free from tuberculosis and any other contagious disease that would prohibit certificated teachers from teaching, as verified by a written statement, renewable every four years, from a licensed physician or other person approved by the charter (Title 5, Section 5592)

# INSTRUCTION

## **EDUCATIONAL GOALS**

Based on a shared vision, developed in partnership with all stakeholders, the following educational goals represent the community's most fundamental educational values and describe the results the students will achieve after completing schooling.

### **Goal 1: Academic Standards**

Students demonstrate competence in the core curriculum:

1. **Communication:** develops reading, writing, speaking, and listening skills.
2. **Health and Fitness:** maintains a healthy body
3. **Mathematics:** solves a wide range of mathematical problems by choosing appropriately from a variety of strategies and tools.
4. **Science:** understands the underlying scientific principles and interrelationships within earth, life, and physical science.
5. **Social Science:** knows the American society, political system, and function of the economy in a global context, knows how to participate effectively as a responsible citizen, and understand the major themes in world history.
6. **Visual and Performing Arts:** appreciates and uses the arts to enrich daily life and makes a connection between works of art and the lives people live.
7. **Modern Language:** develops basic communicative competency in a second language, including reading, writing, speaking, and listening skills.

### **Goal 2: Effective Communication**

Students will be able to listen, speak, write and create products in order to share ideas and information.

1. **Listens:** is attentive; interprets and responds to verbal messages.
2. **Expresses ideas and information clearly:** presents ideas with a clear main point or theme and provides the appropriate supporting details.

## **EDUCATIONAL GOALS (continued)**

3. Effectively communicates in a variety of ways: uses other methods and media to express ideas and information such as video, music, multimedia charts, and creative arts.

### **Goal 3: Personal Qualities, Work Habits and Attitudes**

A positive self-image and self-esteem are crucial to learning and becoming responsible, productive citizens. It is important that students take responsibility for their lives and set appropriate goals for themselves.

1. Self-esteem/self-worth: believes in own self-worth and maintains a positive view, thus providing a framework for academic achievement.
2. Civil responsibility: contributes positively to the betterment of the community.
3. Social Ability: works effectively with others.
4. Personal responsibility: identifies and displays high standards of behavior.
5. Integrity and honesty: respects the rights, the expression of points of view, and the property of others.

### **Goal 4: Effective Thinking and Reasoning**

Students will think creatively, solve problems, make decisions, and use effective learning techniques as part of a life-long process.

1. Creative thinking: generates new ideas and acts in flexible and innovative ways.
2. Problem solving: recognizes problems, analyzes data, forms solutions, implements an action plan, evaluates effectiveness, and makes revisions when necessary.
3. Decision making: identifies goals and constraints, gathers accurate data, generates opinions, considers consequences, evaluates, and chooses the best option, implements decision, and analyzes results.
4. Using effective learning techniques: locates and accesses resources and information, acquires and applies knowledge, and understands and applies learning styles.

## **EDUCATIONAL GOALS (continued)**

### **Goal 5: Technology**

Students will be able to use a variety of technological tools to research, evaluate, organize, and communicate information in an academic, vocational or professional setting.

1. Choose appropriate technology: knows the uses and limits of a variety of technological tools.
2. Access, organize, and evaluate information: knows how to use technology to find, organize and judge data.
3. Communication information: uses the appropriate technology to communicate ideas to different groups in a variety of mediums.
4. Analyze information: utilizes appropriate technology for organizing, researching, and interpreting data.
5. Work cooperatively using shared documents and online tools.

Being part of the Tracy community, the Tracy Learning Center has embraced these goals.

All three schools in the Tracy Learning Center have adopted versions of the high school School Wide Outcomes (SWOs)

In order for the governing board and staff to implement The Tracy Learning Center goals, we are committed to:

1. Providing a safe and orderly environment.
2. Maintaining clean and well-kept facilities with cooperation from the district who owns the facilities we use.
3. Hiring and retaining a qualified and well trained staff
4. Utilizing adequate and up-to-date instructional materials and equipment aligned with current courses of study.
5. Developing guides or courses of study for each subject or area taught.

## **SCHOOL ACCOUNTABILITY REPORT CARD**

The Governing Board and administration values the state of the school accountability report card for sharing with stakeholders the strengths and areas for improvement. The report is written annually for each of the three charters and posted on the website for all to access.

## UNIFORM COMPLAINT PROCEDURES

To provide guidelines and procedures for the receipt, investigation, and resolution of complaints brought by staff, students, parents/guardians or others regarding the alleged charter or organization these guidelines have been established.

1. The Governing Board designates the following compliance officers to receive and investigate complaints and ensure compliance with law.

Executive Director  
(209) 831-5240

51 East Beverly Place  
Tracy, CA 95376

2. **Civil Law Remedies:** The Executive Director shall ensure that complainants are advised that they may pursue other remedies, including actions before civil courts or other public agencies. Civil law remedies may be imposed by a court includes, but is not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The annual notification to parents shall state that complainants may seek help from agencies such as legal assistance agencies, local mediation centers or the county office of education. Local resources include:

California Legal Aid — (209) 946-0605

Any person filing a complaint will receive a copy of this policy which outlines the procedure.

## UNIFORM COMPLAINT PROCEDURES (continued)

### **D. Procedure**

#### 1. Notifications

The student handbooks will meet the annual notification requirements of 5 CCR 4622, including the annual dissemination of the complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education.

#### 2. Procedures

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

Human Resources shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the (Code of Regulations, Title 5, Section 4632. Investigations of discrimination complaints shall be conducted in a manner that protects confidentiality of the parties and the facts. (Title 5, Section 4630.)

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.

#### 3. Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance with the Executive Director. No anonymous complaints will be accepted. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, Human Resource staff shall help him/her to file the complaint (Title 5, Section 4600).

The complainant shall be presented to the Executive Director who shall notify Human Resources who shall maintain a log of complaints received, providing each with a code number and a date stamp.

Complaints alleging unlawful discrimination may be filed by a person who alleges

## **UNIFORM COMPLAINT PROCEDURES (continued)**

that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination (Title 5, Section 4630).

Complaints concerning special education programs shall be addressed in accordance with the regulations and procedures of the Special Education Local Planning Area.

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

The Board acknowledges and respects student and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant alleging discrimination shall be kept confidential as appropriate.

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

## UNIFORM COMPLAINT PROCEDURES

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Executive Director may initiate a mediation process before beginning a formal compliance investigation provided that all parties to the complaint agree to try resolving their problem in this way.

Within 10 school days of receiving a complaint, the Executive Director may discuss with the complainant the possibility of using mediation. If all parties agree to mediation, the Director shall make all arrangements for this process.

If the mediation process does not resolve the problem, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter's time lines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

#### 4. Investigation of Complaint

The Executive Director should hold an investigative meeting within 10 school days of receiving the complaint or attempting to mediate the complaint. The complainant and/or his/her representative shall be provided an opportunity to present information relevant to the complaint.

To ensure that all pertinent facts are made available, the Director and the complainant may ask other individuals to attend this meeting and provide additional information. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

#### **E. Reports Required**

1. Within 30 school days of receiving the complaint, the compliance officer should prepare and send to the complainant a written report of the investigation and decision, including:

- a. The findings of fact based upon the evidence collected and the conclusion of law and disposition of the complaint, including corrective actions, if any.
- b. The rationale for the above disposition.

- c. Notice of the complainant's right to appeal the decision to the California Department of Education, and procedures to be followed for initiating such an appeal.

## **UNIFORM COMPLAINT PROCEDURES**

2. The report of the decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which an oral interpretation will be provided.

3. Appeal to the Board

If a complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Governing 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 calendar day time limit within which the complaint must be answered. The Board may decide not to hear the complaint in which case the decision of the Director shall be the final written decision. If the Board hears the complaint, the Director shall send the Board's decision to the complainant within 60 calendar days of the district's initially receiving the complaint or within an extended time period that has been specified in a written agreement with the complainant.

4. Appeals to the California Department of Education

If a complainant is dissatisfied with the Governing Board decision, he/she may appeal in writing to the California Department of education within 15 days of receiving the final decision.

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the decision and must include a copy of the locally filed complaint and the charter's decision (Title 5, Section 4652).

If dissatisfied with the California Department of Education's resolution of a complaint regarding a Chapter I program, the complainant may request its review by the U. S. Secretary of Education (34 Code of Federal Regulations, 200.74).

### **F. Record Retention**

Records of complaints must be maintained for at least 36 months after settlement.

## **ACADEMIC STANDARDS**

The Governing Board recognizes that Charter -wide desired learning, benchmarks and performance standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each area of study. The Board shall adopt high standards in student achievement that challenge all students to reach their full potential and ensure consistency of expectations.

Standards shall guide Board and staff decisions regarding the curriculum to be adopted, the sequential courses of study to be offered, and the assessments to be given. Staff shall continually assess student's progress toward meeting the standards and shall offer remedial assistance as needed. The standards shall also provide a basis for evaluating the instructional program and, as required by law, for evaluating teacher performance.

## **SCHOOL DAY**

The Governing Board shall establish the length of the school day subject to the provisions of law and the charter. (Education Code 46100).

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of charter and facilities and requirements of state law and regulations.

The Primary day shall begin at 8:13 and end at 3:30

The Discovery and Millennium Day will begin at 7:55 and end at 3:55

During FAST TRACK the high school day will be shorter, 4 hours of class with one half hour break.

## **ABSENCE FOR RELIGIOUS BELIEFS**

The governing board does not authorize leave during the school day for students to attend moral or religious instruction away from school.

Students, with the written consent of their parents, may be excused from school in order to participate in a religious ceremony or attend an observance of a holiday at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church or denomination. Attendance at such events must be requested in advance.

Attendance at such events will be deemed excused.

## **EMERGENCIES AND DISASTER PREPAREDNESS PLAN**

All staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.

The Director or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters.

Directors or designee shall augment the plan with working plans and procedures specific to each school area. All students and employees shall receive instruction regarding these plans.

The Director or designee shall consult with city and/or county agencies so that the plan may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

Charter plans address at least the following situations:

1. Fire in a building.
1. Fire from an external source, such as a forest, brush or grass.
2. Enemy attack by land, sea or air.
3. Bomb threat or actual detonation.
4. Natural disasters, (i.e., floods, heavy snows, blizzards, torrential rains, earthquakes, and tornadoes).
5. Man-made disasters, (i.e., smog, riots, airplane crashes, and chemical accidents).
6. Attack or disturbances by criminal or insane individuals or groups.

## **EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)**

The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation. Each Learning Director shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Director or designee shall provide for CPR in-service training.

The Director will review the disaster plan with staff.

## **FIRE DRILLS AND FIRES**

The staff and students must be prepared to respond quickly and responsibly to fires. The Governing Board desires to have specific procedures for safety at schools. The Director of Facilities and the Office Manager shall augment the plan.

## **BOMB THREATS**

To provide for the safety of students and staff, the Director or designee shall develop procedures for dealing with bomb threats.

Whenever the director or designee believes that a danger may exist, he/she shall have students and staffs evacuate threatened areas until law enforcement or fire department staff conducts a bomb search and determine that reentry is safe.

The Director or designee shall make every effort to identify individuals who make bomb threats and have them prosecuted. Students who make such threats are subject to disciplinary action as per education code.

## **CEREMONIES AND OBSERVANCES**

The Governing Board recognizes the importance of having students join together to celebrate events of cultural or historical significance or to acknowledge the contributions of outstanding individuals. Besides helping students to appreciate their pluralistic heritage, ceremonies and observances can enhance their sense of community, instill pride in our country, and contribute to a positive school climate.

### Patriotic Exercises

The Pledge of Allegiance to the Flag of the United States of America shall be given at the start of each regularly scheduled class each day during the school year as part of the Unity ceremony for Discovery and Primary Charters.

### Special Days and Events

Commemoration of special days and events shall be arranged to the end that the effective observation of these occasions is a definite and valuable part of the school program.

Annual Holidays when school shall be closed on the designated dated include:

Labor Day	Veteran's Day
New Year's Day	Thanksgiving Day
Lincoln Day	Christmas Day
Washington Day	Dr. Martin Luther King, Jr. Day
Memorial Day	Independence Day

The Governor of California may designate any other day as a public fast, thanksgiving or holiday, but schools shall not be closed unless the proclamation specifies that they shall. If not closed, schools shall have proper exercises commemorating the day.

## **CURRICULUM DEVELOPMENT AND EVALUATION**

The Governing Board accepts responsibility for establishing and supporting what students will learn. The Board shall adopt a curriculum which reflects charter philosophy, responds to student needs and abilities, and is consistent with the adopted state frameworks and requirements of law. Insofar as possible, this curriculum shall also reflect the desires of the community and the needs of society as a whole.

The Board accepts responsibility for ensuring that the process of curriculum development, implementation, and evaluation is the top priority for the charter. This process is recognized as an ongoing one, routinely supported by planned allocations of designated staff development days.

The Director or designee shall keep the Board informed about instructional effectiveness and student achievement in each area of the curriculum. The Director or designee shall facilitate the Board's efforts to discuss its curriculum review process with the staff and charter community.

Each year, as part of the district oversight responsibilities for the Charter, the district sends a review team to review the self-study programmatic reviews submitted by the charter to the district. A written response from the district is returned and is shared with the board.

## **FAMILY LIFE AND SEX EDUCATION**

The Governing Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. Lack of information or pervasive misinformation can cause low self-esteem, increased risk for sexually transmitted disease, unintended pregnancy, or sterility. The charter curriculum shall help students understand the biological, social, moral, and ethical aspects of human sexuality.

All classes that teach family life/sex education shall comply with Education Code.

## **AIDS PREVENTION INSTRUCTION**

The Governing Board recognizes that Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS) pose a public health crisis and that education is the most effective means for slowing the spread of this disease.

The charter shall offer a comprehensive, age-appropriate, K-12 HIV/AIDS prevention curriculum. HIV/AIDS prevention instruction shall be focused on giving students the knowledge, skills and motivation to avoid or reduce high-risk behavior that may lead to HIV infection.

The Director or designee shall inform parents/guardians of their right to inspect all instructional materials related to HIV/AIDS instruction and shall provide opportunities for inspection of materials before they are presented to students.

Staff members or others who present HIV/AIDS prevention instruction shall be adequately trained and have periodic in-service opportunities to remain knowledgeable of new prevention education techniques and new developments in the scientific understanding of HIV/AIDS. Other staff members and parents/guardians may have access to HIV/AIDS information in order to reinforce universal precautions and to present consistent messages and attitudes to students.

## **LEARNING THROUGH COMMUNITY SERVICE**

The Governing Board recognizes that community service can help student's development skills, career awareness and self-esteem. Service experiences also can motivate students by letting them apply what they are studying to local needs and problems and by showing them that they can make a contribution to their community.

The Board supports the integration of community service activities with the curriculum so as to enhance learning in all subject areas. The Board encourages staff to collaborate with local public nonprofit agencies in order to develop service learning activities that meet educational objectives and also fit in with current community efforts to meet human, educational, environmental or public safety needs.

### Community Service Classes

The Charter may offer community service classes which acquaint students with the history and importance of volunteer service and with a wide range of existing community needs, including needs within the school itself.

Students may be offered volunteer opportunities which support and strengthen their academic achievement and help them recognize the relevance of what they are learning in school. Insofar as possible, such opportunities shall also be designed to help students develop cross-cultural relationships within the community.

High school students must complete 200 approved hours of community service to meet the graduation requirements.

## **VISUAL AND PERFORMING ARTS**

The Governing Board recognizes that by studying visual and performing arts, students develop critical and creative thinking skills, initiative, discipline and perceptual abilities that extend to all areas of life. The Board believes that a comprehensive arts education program should be an integral part of the basic education offered to all students in all grades.

A comprehensive arts education program includes a written, sequential curriculum in dance, drama/theater, music and the visual arts. The Board recognizes that instructional time, credentialed staff, facilities, supplies and curriculum materials all are needed to support a quality arts program.

The Board encourages all teachers to enliven and enrich the students they teach through use of the arts.

## **PHYSICAL EDUCATION**

The Governing Board desires to provide a physical education program which builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

The Board shall approve the components of the physical education program.

Physical education staff shall take special care to ensure that excessive physical exertion is not required of students who have informed staff of a heart or respiratory condition or other physical disability that may restrict such activity. Any dispute concerning such a condition shall be submitted to the principal or designee, who may make appropriate inquiries consistent with state and federal law. An appropriate alternative activity shall be provided for these students.

Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, hot weather, or other inclement conditions.

## **READING/LANGUAGE ARTS INSTRUCTION**

The Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other disciplines. It will be given an essential part of the school day at the Primary and Discovery levels. Students must develop an appreciation for literature and for reading as a means to acquire knowledge. They also should develop oral and written language skills that enable them to effectively communicate with others.

The Board desires to offer a comprehensive, balanced reading/language arts program that ensures that all students have the skills necessary to read fluently and for meaning. The program shall integrate reading, writing, speaking and listening activities in order to build strong communication skills. They will have a very strong foundation in all aspects of English grammar. Writing will be a weekly part of the language arts program.

Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers.

The Director or designee shall ensure that the reading/language arts program offers sufficient access to reading materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

### **Grades K-3**

The goal of the Primary early literacy program shall be to ensure that students are able to read fluently and at grade level by the end of third grade. To reach this goal, the Director or designee shall design a balanced and comprehensive reading/language arts program with the following components:

1. Explicit skill development for beginning readers that includes phonemic

## **READING AND LANGUAGE ARTS INSTRUCTION (continued)**

awareness, phonics and decoding skills, and sufficient practice and repetition of these skills

2. A strong literature, language and comprehension program that includes a balance of oral and written language
3. Ongoing diagnosis of individual students' skills
4. A significant and sequential writing program

### **Grades 4-12**

The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4 through 12.

The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing proficient grammar skills.

When students in these grades do not have fully developed reading/language arts skills, resources shall be made available to assist them in reaching a reading level sufficient to meet the demands of grade-level material. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding students' literacy skills.

## MATHEMATICS

The Governing Board desires to offer a rigorous mathematics program that provides a strong foundation in basic mathematical skills and prepares students to apply mathematics in real life. The Director or designee shall develop grade-level curricula that offer a balanced instructional program, including but not limited to:

1. Basic mathematical skills: quantification, basic facts, sorting and classification, and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares and square roots.
2. Conceptual understanding: knowledge and application of facts and definitions, identification of principles, understanding of relationships among mathematical concepts, recognition and application of signs, symbols and terms.
3. Problem solving: use of mathematical concepts, skills, tools and reasoning strategies to formulate and solve problems in a variety of situations.

The mathematics program shall develop such knowledge and skills in the subject areas of numbers, measurement, geometry, functions, statistics and probability, logic algebra and discrete mathematics. Students should know, understand and demonstrate concepts through their application to classroom and real-life situations.

The Director or designee shall ensure that all students have many opportunities to take the full range of mathematics course options.

The Board shall establish specific content and performance standards in mathematical skills, concepts and problem-solving ability for each grade level. The students will be grouped in skill level groups appropriate for their level of mastery.

The Director or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their

## **MATHEMATICS (continued)**

knowledge and skills in effective mathematics teaching practices.

Students shall have access to sufficient instructional materials, including manipulative and technology, to support a balanced mathematics program.

Students at Millennium High School will be required to successfully complete four years of mathematics for graduation.

## **EXTRA CURRICULAR ACTIVITIES**

The Governing Board recognizes that extracurricular and co-curricular activities enrich the educational and social development and experiences of students.

No student shall be prohibited from participating in extra/co-curricular activities related to the educational program because of inability to pay fees associated with the activity.

The Director or designee shall ensure that disabled students have access, to the extent possible, to extracurricular and co-curricular activities, student organizations and school-related social events, regardless of the severity or nature of their disabilities.

Extra/co-curricular activities shall be supervised by charter employees whenever they are conducted under the name of the district. The Director for the charter shall be responsible for establishing student activities.

### **Eligibility Requirements**

In order to participate in extra/co-curricular activities, students in grades 6 through 12 must demonstrate satisfactory educational progress in meeting the requirements for graduation and must be in good standing behaviorally.

### **Students**

Students in Grades 6 — 12, who participate in extra-curricular/co-curricular activities and/ or athletics within must comply with the minimum academic eligibility standards which follow:

1. A minimum of a "C" average (2.5 on a 4 point scale) for all classes.
1. No course failures in any certification period.

All incoming 9<sup>th</sup> graders are academically eligible to participate in extra/co-

## **EXTRA CURRICULAR ACTIVITIES (continued)**

curricular activities. At the end of the first grading period, 9<sup>th</sup> graders must be eligible. They must have earned a "C+" average (2.5 on a 4 point scale) and no course failures.

The Governing Board also requires that participating students be satisfactorily progressing towards the graduation requirements in order to participate in a sport or activity. Satisfactory progress is hereby defined as the ability to graduate with one's class within conventional timelines, i.e.:

Grades 9-12: eight (8) consecutive semesters from freshman entrance, including FAST TRACK sessions.

The Board shall annually review this policy and implementing regulations

## **STUDENT ORGANIZATIONS AND EQUAL ACCESS**

The Governing Board believes that student organizations reinforce the instructional program, give students practice in democratic self-government and provide social and recreational activities. Student organizations also serve to honor outstanding student achievement and enhance school spirit and students' sense of belonging.

The Executive Director or designee shall establish criteria and a process for school sponsorship of student clubs.

In accordance with provisions of the Federal Equal Access Act, non-curriculum-related student-initiated groups shall be given equal access to meet on school premises during non-instructional times without regard to their religious, political or philosophical views.

All student clubs or groups shall have equal access to the school media, including the public address system, the school newspaper, the school bulletin board, to announce meetings. The Executive Director or designee may inform students that certain groups are not school-sponsored.

## **STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)**

### **Legal Reference:**

Equal opportunity without regard to sex

School sponsored athletic programs; prohibited sex discrimination

Designation of secondary schools

Designation of high schools

Prohibition of discrimination on the basis of sex

Hazing

Student organizations

Freedom of speech

Athletic programs: Legislative intent

Equal opportunity for male and female students

Appointment of funds for male and female students

Expenditure of public funds; prohibited sex discrimination

## **STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)**

### PENAL CODE

627-627.10                      Access to school premises

### UNITED STATES CODE, TITLE 20

4071 et seq. The Equal Access Act

Hartzell versus Connell, (1834) 35 Cal. 3d 899

Perumal et al versus Saddleback Valley Unified School District, (1988) 198 Cal. App. 3d 64

Board of Education of Westside Community School District versus Mergens By and Through  
Mergens (1989, 8th Cir.) 867 F. 2d 1076, affd.

(1990) 496 U.S. 226

Student Coalition for Peace vs. Lower Merion School District Board of Directors (1985) 776 F.  
2d. 431

Ceniceros versus Board of Trustees of the San Diego Unified School District, (1995) 66 F. 3d 1535

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**STUDENT ORGANIZATIONS AND EQUAL  
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## **Graduation Requirements from Millennium High School**

A student must complete 245 credits and will normally carry a minimum of thirty-five credits each semester while in school. Beginning with students whose class graduates in June 2006 passing the California High School Exit Exam is required for graduation. Students must also complete 200 hours of approved community service. Students must complete the total number of credits in each of the areas listed below:

English	40 credits
Social Studies	40 credits
Science	30 credits
Math	40 credits
Fine Arts	10 credits
Physical Education	20 credits
Life skills	10 credits
Career Education	10 credits
Internship Seminar	5 credits
Elective Courses	40 credits
<b>TOTAL</b>	<b>245 credits</b>

Three years of science is to include at least one course in biological science and at least one course in physical science.

## **HIGH SCHOOL GRADUATION REQUIREMENTS/STANDARDS OF PROFICIENCY**

All students must take and pass at least four years of math while enrolled in high school and one of the four classes must be Algebra I.

Students must take four years of English, two of which must address the ninth and tenth grade standards addressed on the California High School Exit Exam.

Students may make up a class in FAST TRACK. FAST TRACK may also be used to advance or to improve a poor grade

## **DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS**

Although proficiency standards adopted for regular educational programs may be appropriate for students enrolled in special education program, differential standards and assessments shall be adopted for special education students who are not able to attain the Charter's regular proficiency standards.

The Individualized Education Program (IEP) team shall determine whether a student with exceptional needs has the abilities to attain the Charter's regular proficiency standards with appropriate educational services and support. When necessary, the IEP team shall develop differential proficiency standards appropriate to the students' needs and potential. These differential standards shall be included in the students' individualized education program.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co-curricular activities. (Education Code 35160.5).

Special education students may earn a "Certificate of Completion" in lieu of a regular diploma if they meet requirements as specified by their IEP Team. Students earning a "Certificate of Completion" will participate in graduation ceremonies and receive their certificate in the same manner as non-disabled diploma students.

### **Legal Reference:**

#### EDUCATION CODE

35160.5	Extracurricular activities; differential
standards	
51215	Proficiency standards in basic skills
56000	Education of individuals with
exceptional needs	
56341	Individualized education program team
56345	Elements of the IEP

#### CODE OF REGULATIONS, TITLE 5

3069	Graduation
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Adopted:10/20/02

Revised:12/21/14

## **CLASS SIZE**

The Governing Board recognizes that teachers today must meet the needs of students whose experiences and preparation for school are increasingly diverse, and that the number of students in a class impacts the extent to which teachers can identify and respond to individual student needs.

Class size of 22 for grades K

Grades 1 to 4 in teacher ratio of 16 to 1

Class sizes for grades 5 through 12 average 30

It shall be the policy of the charter to maintain reasonably equal class sizes within each grade level throughout the charter classes.

Adopted:10/20/02

Revised:12/21/14

## **HOMEWORK**

The Governing Board believes that homework has a place in education but in the lower grades should serve more as reinforcement for parents and students. Homework is referred to as Parent-Student Connection. In the middle school, homework should be finishing writing assignments and study more than daily work. High school homework is dependent on the level of classes taken. The Board believes that the longer year and day compensates for the time other students spend doing excessive homework.

### Make-Up Work

Students shall be given the opportunity to make up school work missed because of an excused absence and shall receive full credit if the work is turned in according to a reasonable make-up schedule as established by the teacher..

Teachers may allow a suspended student to complete any assignments and tests missed during suspension. (Education Code 48205).

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers may assign such make-up work as necessary to ensure academic progress, not as a punitive measure.

Adopted:10/20/02

Revised:12/21/14

## **INDIVIDUALIZED EDUCATION PROGRAM**

Students with disabilities shall be placed in the least environment which meets their needs. The Governing Board provides a full range of educational alternatives to facilitate this placement so that these students may interact with children without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student's specific needs cannot be met in that setting with supplemental supports and services.

Upon the identification of a student's exceptional need(s), the Executive Director or designee shall appoint an individualized education program (IEP) team. This team shall consider the student's needs, determine the content of his/her IEP, and make placement decisions. Parents/guardians and students as appropriate shall have the right and responsibility to participate in the development of the IEP.

The IEP team shall consider the educational and nonacademic benefits of placing the student in a regular class and shall determine what support services would be needed in order to maintain this placement. All placement decisions should promote maximum social interaction between students with disabilities and their non-disabled peers, in a manner that is appropriate to the needs of both.

Students and parents/guardians shall have the right to approve the student's initial placement in a special education program, and written parental consent shall be obtained before any such placement is made unless a due process hearing officer authorizes the placement. Once an IEP team has determined an appropriate placement with the parent/guardian's approval, that placement remains in effect unless the parties agree otherwise or a due process hearing officer so orders.

A parent, special education or regular education teacher may request a review of the classroom assignment of an individual with exceptional needs in accordance with procedures set forth in the local plan.

## INDIVIDUALIZED EDUCATION PROGRAM (continued)

### Legal Reference:

#### EDUCATION CODE

51225.3	Requirements of high school graduation and diploma
56221	Adoption of policies
56321	Development or revision of IEP
56321.5	Notice to include right to electronically record
56340-56341	Instructional planning and individualized education program
56380	IEP reviews; notice of right to request
56506	Due Process rights

#### CODE OF REGULATIONS, TITLE 5

3022	Assessment plan
3023	Assessment
3024	Transfer
3040	Individualized education program implementation
3043	Extended school year
3068	Review of individualized education program

#### UNITED STATES CODE - TITLE 20

1232g	Family Educational Rights and privacy Act of 1974
1400 et seq.	Individuals with Disabilities Education Act

#### CODE OF FEDERAL REGULATIONS, TITLE 34

300.340-349	Individualized education programs
300.503	Independent educational assessment
300-533	Placement procedures
300.550-300.553	Least restrictive environment; alternative placements; placement; nonacademic settings

Sacramento City School District versus Rachel H 14 F. 3d 1398 7(9th Cir. 1994)

Adopted:10/20/02

Revised:12/21/14

## **PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION**

The Charter shall follow all procedural safeguards for students and parents/guardians as set forth in law. Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, assessment or educational placement of a child or the provision of a free, appropriate public education to the child.

The District (SELPA) designee shall represent the student in any due process hearings conducted with regard to charter students and shall provide the Governing Board with the results of these hearings.

### Complaints

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the SELPA local plan and the Charter's uniform complaint procedures.

### **Legal Reference:**

#### EDUCATION CODE:

56000	Education for individuals with exceptional needs
56001	Provision of the special education programs
56020-56033	Definitions
56220	Written agreements
56221	Adoption of policies for programs and services
56240-56244	Staff development
56300-56381	Identification and referral, assessment, instructional planning, implementation, and review
56440-56449	Programs for individuals between the ages of Three and five years
56500-56507	Procedural safeguards, including due process rights

Adopted:10/20/02

Revised:12/21/14

## **PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION**

56600-56606 Evaluation, audits and information

### **CODE OF REGULATIONS, TITLE 5**

3000-3082 Regulations governing special education (in  
general), especially

3021-3028 Identification, referral, and assessment

3040-3043 Instructional planning and individualized  
education program

Adopted:10/20/02

Revised:12/21/14



## **NONPUBLIC NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION**

The Governing Board acknowledges that the SELPA (District) may contract with state-certified nonpublic nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program is not available as determined by the Individualized Education Program (IEP) Team.

### **Legal References:**

#### EDUCATION CODE

56034-56035	Definitions of nonpublic nonsectarian school and agency
56042	Placement not to be recommended by attorney with conflict of interest
56101	Waivers
56160	Apportionment of funds
56163	Certification
56168	Responsibility for education of student in hospital or health facility school
56221	Adoption of policies
56361	Program Options
56365	Nonpublic nonsectarian school services; contracts; allowances for services; tuition
56365.5	Placements exceeding cost threshold
56366	Nonpublic, nonsectarian schools; legislative intent; alternative special education service; contracts, warrants; certification; standards Application for certification Waiver of requirements Contract prohibition re former agency employee

Adopted:10/20/02

Revised:12/21/14

**NON-PUBLIC NON-SECTARIAN SCHOOL AND AGENCY SERVICES  
FOR SPECIAL EDUCATION (continued)**

	Revocation or suspension of certification
	Payment for contract services; request; penalty for unjustified nonpayment
	Petition for review of denial, revocation or suspension of certification Tuition fee list
56711	Computation of state aid
56728.7	Pilot program for returning nonpublic school pupils to public schools
56740-56743	Appointments and reports

**NONPUBLIC NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR  
SPECIAL EDUCATION (continued)**

56760	Annual budget plan; service proportions
56775.5	Reimbursement of assessment and identification costs
7572.55	Seriously emotionally distributed child; out-of-state placement

WELFARE AND INSTITUTIONS CODE

362.1	Out-of-home placement for IEP
727.1	Out-of-state placement of wards of court

CODE OF REGULATIONS, TITLE 5

3001	Definitions
3061-3069	Nonpublic nonsectarian school and agency services

Adopted:10/20/02  
Revised:12/21/14

Adopted:10/20/02  
Revised:12/21/14