

2018-2019

STUDENT/PARENT HANDBOOK



THOMAS EDISON CHARTER ACADEMY

ADDRESS: 3531 22ND STREET, SAN FRANCISCO, CA 94114

TELEPHONE: (415) 970-3330

FAX: (415) 285-0587

WEBSITE: WWW.TECA-SF.ORG

FACULTY AND STAFF

Last	First	Position	Email
Aguilera	Lupe	Enrollment & Special Projects	laguilera@teca-sf.org
Alfaro	Jessica	Head Counselor	jalfaro@teca-sf.org
Armenta-Gomez	Monica	Food Services Manager/Coordinator	mgomez@teca-sf.org
Beverly	Anjalee	4th Grade Teacher	abeverly@teca-sf.org
Blasé	Kyle	Music TK-8th Grade Teacher	kblase@teca-sf.org
Bruno	Madison	2nd Grade Teacher	mbruno@teca-sf.org
Cahill	Kristen	2nd Grade English Dual Language Teacher	kcahill@teca-sf.org
Calvo	Esther	PE TK-8th Teacher	ecalvo@teca-sf.org
Campos	Carina	Interim Office Manager	ccampos@teca-sf.org
Chavez	Kevin	Principal	kchavez@teca-sf.org
Clay	Amelia	3rd Grade Teacher	aclay@teca-sf.org
Colon	Bianca	7th Grade Teacher	bcolon@teca-sf.org
Cook	Catherine	7th Grade Teacher	ccook@teca-sf.org
Corey	Katherine	3rd Grade Teacher	kcorey@teca-sf.org
Cruz	Amanda	Kindergarten English Dual Language Teacher	acruz@teca-sf.org
Davis	JoPierre	Compliance Projects Administrative Assistant	jdavis@teca-sf.org
Davila	Maria	5th Grade Spanish Dual Language Teacher	mdavila@teca-sf.org
De Villiers	Rebecca	Spanish Language Community Educator	rdevilliers@teca-sf.org
Dickinson-Shirley	Miguel	Student Support Aide	mdickinson@teca-sf.org
Estrada	William	Student Security Lead	westrada@teca-sf.org
Garcia	Melissa	School Aide	mgarcia2@teca-sf.org
Garcia	Luis	Food Services Assistant Coordinator	lgarcia@teca-sf.org
Garcia	Maria	Lunch Aide	mgarcia@teca-sf.org
Garrido Abenza	Cristina	4th Grade Spanish Dual Language Teacher	cgarrido@teca-sf.org
Hernandez	Morgan	School Aide	mhernandez@teca-sf.org
Hernandez	Vanessa	SPED Paraprofessional	vhernandez@teca-sf.org
Hiester	Steven	IT Manager	shiester@teca-sf.org
Hilary	Susan	Special Education Teacher	shilary@teca-sf.org
Huerta	Sandra	Parent Liaison	shuerta@teca-sf.org
Hutto	Kaitlyn	6th Grade Teacher	khutto@teca-sf.org
Ibarra	Cecilia	Lunch Aide	cibarra@teca-sf.org

Last	First	Position	Email
Jaquez	Rosa	Family Language Support	rjaquez@teca-sf.org
Jefferson	Darion	Recreation Coordinator	djefferson@teca-sf.org
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Kushner	Jason	5th Grade Teacher	jkushner@teca-sf.org
Laird	Abby	4th Grade Teacher	alaird@teca-sf.org
Lee	Kelsey	School Aide	klee@teca-sf.org
Leintz	Heidi	Literacy Coach Elementary / Curriculum Coordinator	hleintz@teca-sf.org
Lloyd	Gaynor	8th Grade Math and Science Teacher	glloyd@teca-sf.org
Mays	Francine	Health Aide	fmays@teca-sf.org
McAllister	Anjuanie	Lunch Aide	amcallister@teca-sf.org
Meimban	Hans	Executive Assistant	hmeimban@teca-sf.org
Melendez	Rina	Director of Finance	rmelendez@teca-sf.org
Mendoza	Andrea	School Aide	amendoza@teca-sf.org
Ngo	Louie	1st Grade Teacher	lngo@teca-sf.org
Nichols	Caitlin	Special Education Teacher (Lead)	cnichols@teca-sf.org
Nodal	Maria	6th Grade Teacher	mnodal@teca-sf.org
Nye	Shannon	3rd Grade English Dual Language Teacher	snye@teca-sf.org
Obando	Sergio	2nd Grade Spanish Dual Language Teacher	sobando@teca-sf.org
Ortiz-Berny	Marianna	School Aide	mortiz@teca-sf.org
Penn	Nicole	Kindergarten Teacher	npenn@teca-sf.org
Perez-Fernandez	Isabel	1st Grade Spanish Dual Language Teacher	iperez@teca-sf.org
Phreaner	Michelle	1st Grade English Dual Language Teacher	mphreaner@teca-sf.org
Reekers	Michael	8th Grade History Teacher/Speech and Debate Teacher	mreekers@teca-sf.org
Richardson	Melissa	8th Grade Teacher/6-8 Coach	mrichardson@teca-sf.org
Rodriguez	Lucy	School Aide	lrodriguez@teca-sf.org
Rodriguez	Sandra	Financial Services Assistant	srodriguez@teca-sf.org
Rojas	Cristina	Kindergarten/Dual Language (Spanish) Teacher	crojas@teca-sf.org
Rose	Lisa	Media Arts Teacher	lrose@teca-sf.org
Rothermel	Dana	Librarian	drothermel@teca-sf.org
Sahpazis	Dafni	Transitional Kindergarten Teacher	dsahpazis@teca-sf.org
Sandoval	Jose	6th Grade Teacher	jsandoval@teca-sf.org

Last	First	Position	Email
Schultz	Karen	SPED Paraprofessional	kschultz@teca-sf.org
Scott	Katelynn	RTI Facilitator / TSA	kscott@teca-sf.org
Sears	Erin Lee	Student and School Programs Director	esears@teca-sf.org
Seliger	Roxanne	Dance Educator	rseliger@teca-sf.org
Shattner	Anastasia	Executive Director/Superintendent	ashattner@teca-sf.org
Sternberg	Cara	TSA Dual Language and EL Coordinator	csternberg@teca-sf.org
Tuomey	Andrew	Assistant Principal	atuomey@teca-sf.org
Van Buskirk	Elisa	TK-8th Grade Art Teacher	evanbuskirk@teca-sf.org
Vicente Lazaro	Angela	3rd Grade Spanish Dual Language Teacher	avicente@teca-sf.org
Vidaurre	Nora	Head Custodian	nvidaurre@teca-sf.org
Vojvoda	Grace	5th Grade Teacher	gvojvoda@teca-sf.org

TECA MISSION STATEMENT

The mission of Thomas Edison Charter Academy is to nurture the artistic, social, emotional, and intellectual growth of each child so that all our students become lifelong learners and innovative problem-solvers. The instructional process is a model of collaboration and community in a safe, socially just, and respectful environment. Student experiences will provide opportunities for exploration, expression, challenge and success.

TECA VISION STATEMENT

Thomas Edison Charter Academy provides a positive learning environment that promotes educational excellence and includes creative and performing arts for all students. Students will be motivated, accomplished, and self-sufficient participants in a diverse community of learners. We envision a school where students will learn to take ownership of their education and will be prepared to be successful in high school and aspire to pursue college.

DAILY SCHEDULE

The bell rings at 8:15 a.m. Students are expected to be in line at 8:15 a.m. All students will receive Universal Breakfast in the classroom at 8:20 a.m. Students are dismissed at 3:00 p.m. On Wednesdays, the students are dismissed at 1:00 p.m.

ATTENDANCE/TARDY POLICY

Should your child be absent, contact the Main Office by phone at (415) 970-3330 and leave a message. If you would like to request homework for your child we must have the request by 10:00 a.m. and it will be ready to be picked up in the main office at 3:00 pm. Please do not phone or visit classrooms during class time to get work. UNEXCUSED TARDIES AFTER 9:00 A.M. MAY BE CONSIDERED AN UNEXCUSED ABSENCE.

- After the 5th unexcused absence a letter will be sent home.
- After the 8th unexcused absence a meeting will be scheduled with administration.
- After the 10th unexcused absence a hearing will be held with parents and the school Attendance Review Board.
- After the 15th unexcused absence the parents may be referred to the U.S. District Attorney Office for Truancy.

EXCESSIVE UNEXCUSED ABSENCES (OVER 10 DAYS) HAVE BEEN APPROVED BY THE GOVERNING BOARD AS REASON FOR EXPULSION.

TECA defines excused absences as:

- Illness/ Injury/ Quarantine (see doctor note requirements)
- Medical/Dental Appointments (must have office visit note)
- Court Appearance
- Religious Observances
- Funeral
- Family Emergencies/ Extenuating Circumstance (as determined by administration)

According to California Education Code Section 46010-46014:

- An excuse note written by parent/guardian MUST accompany all absences when a student returns to school even if a parent/guardian/caregiver has called, left a voicemail, or e-mailed
- A doctor's note must accompany all absences lasting three (3) days or more
- No excuse will be accepted after a period of three (3) school days. If documentation is not provided within a period of three school days of the absence, the absence will be considered unexcused.
- When a student exceeds ten (10) absences, a doctor's note will be required for all subsequent absences, or the absence will be considered unexcused

INDEPENDENT STUDY A contract will be given to your child if you know ahead of time that your child will be out of school for at least five (5) days, but not more than ten (10) days. The contract is signed by the principal, teacher, parent, and student. Parents/guardians are requested to contact the school secretary at least ten (10) days in advance to make these arrangements. Students MUST complete the independent study packet, including parent/guardian signatures for each date out of school, prior to returning to school for the absences to be excused. (Students returning to school with incomplete, or inadequate, work will be expected to complete all work within 5 days of their return.)

UNEXCUSED ABSENCE occurs when the school does not receive an excuse note within three (3) school days after the return of the student. Any absence resulting from a situation other than those listed above will be considered unexcused.

LATENESS/TARDINESS causes a disruption of the classroom learning environment for your child, your child's teacher, and fellow classmates. Every effort must be made to ensure that students arrive promptly in the morning. Any student arriving after 8:15 a.m. is TARDY and **MUST** go to the Main Office to receive a Tardy Pass before going to the classroom.

EARLY PICK-UP requires a phone call to the school a minimum of one (1) hour before the pick-up time or a note written by the parent/guardian sent with the child on the day of early pick-up. (A full learning day is key to student's education, so early pick-ups should occur only when absolutely necessary.) Only authorized adults named in the student's file may pick up the student. Adults must pick the student up from the Main Office and sign an early dismissal log at check-out. Remember to update the names of family members approved to pick up the student if the student's family situation changes. Due to student safety issues parents may not arrive to school early and wait in the hallways or on the courtyard for dismissal, or pick students up from the classroom.

VISITATION POLICY

No one is allowed in the hallways or classrooms without a visitor's pass except TECA staff. Volunteers must get a visitor's pass from the office. Individuals in hallways or other areas on campus without identification will be escorted to the office or off campus by security. Law enforcement will be called if necessary to ensure the safety of our students. Thank you for following the visitation policy:

All visitors must check into the front office, show identification, sign in, and get a visitor's badge. For safety reasons, we must have an accurate list of all people who are in our building at all times. Visitors must also sign out upon leaving.

- Wear your visitor badge where it is visible to all. Even though our staff may know you, there may be substitutes, or volunteers who do not.
- Upon completion of your intended visit, proceed to the office to sign out.
- If you need to bring a forgotten item up to the classroom, or give your child information about after school plans, you must leave these at the Main Office. **YOU MAY NOT GO TO THE CLASSROOM OR IN THE HALLWAYS WITHOUT FOLLOWING THE ABOVE GUIDELINES.**

Parents/guardians of pupils enrolled in public schools have the right and the opportunity to participate in the education of their children, and to observe classroom time, meet with teachers, volunteer at the school, and to examine their student's work, assessments, and records upon reasonable notice at the Main Office. All visits must be scheduled with the Main

Office to ensure that they do not interfere with planned activities and classroom instruction. No visits will take place during testing (spring each year). All visitors are reminded that they are required to follow directions of school staff to ensure safety and compliance with school rules. Failure or refusal to follow the above guidelines may result in permanent restriction from the campus and/or police involvement to ensure the safety of all students.

PICK UP/DROP OFF

Cars picking up or dropping off students must do so on Chattanooga St. (Grades K-3) or Dolores St. (Grades 4-8). Pick Up and Drop off on 22nd St. is prohibited. Please be polite to our neighbors - do not double park or block driveways at any time. Do NOT leave your car unattended unless you have legally parked. Make sure your children cross the street at the corner and/or they are accompanied by an adult.

TECA staff does not provide supervision for students before 7:55 a.m. or after 3:15 p.m. (1:15 p.m. on Wednesdays). Any student on campus after 3:15 p.m. (1:15 p.m. on Wednesdays) must be enrolled in the after-school program, after school tutoring, or detention. If your student is continually left after school past 3:15 p.m. (1:15 p.m. on Wednesdays) the Governing Board has authorized both of the following options:

1. Your child being sent to the after-school program at a cost of \$175.00 per month for **up to** two days a week, \$250.00 per month for 3 days a week and \$350.00 per month for 5 days a week.
2. Continual failure to pick your child up at dismissal time and/or pay for the after-school care is against the law and cause for a call to Child Protective Services as well as the Mission Police Department. Children cannot be left unattended in public places and TECA staff is not able to provide free child care services after work hours.

DISMISSAL: Dismissal is at 3:00 p.m. (1:00 p.m. on Wednesdays.)

WALKERS: Released from the front main doors on 22nd, or stairs to Dolores from the courtyard. NO DRIVERS MAY PICK UP STUDENTS ALONG 22nd STREET.

DRIVERS: Grades TK-3 will be dismissed to the kinder yard adjacent to Chattanooga St. Students in 4 - 8th grade with siblings in TK-3 can wait in the kinder yard for parent pickup. Grades 4-8 will be dismissed to Dolores Street. Drivers **MUST REMAIN IN THEIR VEHICLES IN LINE FOR PICK UP.** Cars that are double parked, parked in neighbor's driveways, or illegally parked will be subject to ticketing or towing.

AFTER SCHOOL PROGRAM "Extended Day Enrichment" STUDENTS: Students attending Extended Day Enrichment Program will be met by Extended Day Enrichment staff in the hallway outside their classroom, and walk together to report to the cafeteria. Any student in the extended day program who is not in the cafeteria after 3:15 p.m. (1:15 p.m. on Wednesdays) and under direct supervision until pick up time will be considered truant from the program. Repeated offenses will result in removal from the program.

AFTER SCHOOL ENRICHMENT

The Mission Graduates Extended Day Program (After School) is available on campus for Thomas Edison Charter Academy students (Grades TK-8) after school. Hours are 3:00 p.m. (1:00 p.m. on Wednesdays) to 6:00 p.m., every school day. The program offers tutoring, as well as a variety of fun and educational activities. The below details out the costs:

Monthly Fee Sliding Scale

Application Fee:

\$100 Application Fee required for **all** families. Fee non-refundable if student enters program. Application Fee waived for Homeless and Foster Families.

Free or Reduced Lunch:

No monthly fees. Please provide Income Verification or Free and Reduced Lunch document.

Monthly Fees on Sliding Scale:

See chart below to determine monthly fees for your student.

Monthly Fee Based on Days/Week

Days/Week	1 day	2 days	3 days	5 days
Free and Reduced Lunch/	\$0	\$0	\$0	\$0
20% of Fees	\$18	\$35	\$45	\$70
40% of Fees	\$36	\$70	\$90	\$140
60% of Fees	\$54	\$105	\$135	\$210
80% of Fees	\$72	\$140	\$180	\$280
100% of Fees	\$90	\$175	\$225	\$350

Determine % of Fees Based on Income and Family Size Below:

Family Size and Monthly Income

	2	3	4	5 +
Free and Reduced Lunch	\$2154 and under	\$2426 and under	\$2691 and under	\$2906 and under
Pay 20% of Fees	\$2155-\$2870	\$2426-\$3233	\$2692-\$3591	\$2907-\$3874
Pay 40% of Fees	\$2871-\$3590	\$3234-\$4040	\$3592-\$4487	\$3875-\$4845
Pay 60% of Fees	\$3591-\$4308	\$4041-\$4845	\$4488-\$5382	\$4846-\$5816
Pay 80% of Fees	\$4309-\$5025	\$4846-\$5654	\$5383-\$6263	\$5817-\$6783
Pay 100% of Fees	\$5026 and up	\$5655 and up	\$6264 and up	\$6784 and up

When picking up your child from Mission Graduates, please use the following guidelines:

- Families must use the Chattanooga St. door to enter the building
- All students are signed out individually with Mission Graduates in classrooms
- Mission Graduates staff will be ready to receive participants in hallway and outside of classroom at TECA dismissal time

Parents wishing to enroll their children in this program may obtain an Extended Day Enrichment Program Admission Agreement in the Main Office. A limited number of scholarships are available for families that qualify. For more information regarding the Extended Day Enrichment Program, please contact Rene Galvez at rene@missiongraduates.org

BREAKFAST/LUNCH

NUT-FREE: Because of student allergy concerns, TECA is a peanut and nut-free school. Students are NOT to bring any nuts or products containing nuts to school.

HEALTHY FOODS: TECA prohibits foods containing a high concentration of sugar and/or fat (e.g. candy, soda, chips, fast food, etc.). In order to promote health and wellness, we encourage parents to send their children with snacks and/or lunches that include fruit, vegetables, whole grains, and low-fat and fat-free dairy products.

BREAKFAST: TECA provides a Breakfast program at no cost to families. All students have access to free breakfast that is served in the classroom.

Our school cafeteria serves breakfast and lunch daily. The cost of lunch is \$3.25 for grades TK-5 and \$3.50 for grades 6-8. Reduced lunch is \$0.40. All families must complete a Free and Reduced Lunch Application and return it to the school, regardless of your family's financial situation. Those families who qualify for Free or Reduced Lunch Pricing (FRLP) will be notified. All required documents for proof must be turned in to the main office for processing by September 14, 2018.

Payment should be made by check payable to 'TECA'. Payment for meals must be made the first week of each month. An invoice will be sent home monthly, and checks must be sent in to the classroom teacher or given to Monica Gomez in the kitchen (7:30 am-9:30 am). Cash payments, while not advised, may be accepted in the main office by the Director of Finance during normal business hours. If you have any questions or need information about the food services program, contact Monica Gomez, ext. 150 or mgomez@teca-sf.org.

UNIFORM POLICY

Thomas Edison Charter Academy students wear uniforms, to provide equity among students, diminish economic and social barriers, and help create a stronger community. Adhering to TECA's uniform policy helps to ensure student safety and comfort.

It is mandatory for students to wear the designated uniform. Our restriction against students wearing the colors royal blue and red are strictly enforced to help ensure no gang related issues arise on campus, and to ensure the safety of our students on their way to and from school.

The designated uniform provider is *Lands' End*. They may be purchased via the link on the TECA website or from *Sears* stores. Please use SCHOOL CODE # 90015644 from LandsEnd, to ensure clothing meets our uniform requirements. If parents have difficulty securing *Lands' End* uniforms, they may purchase uniforms in the designated style and colors from another store, and buy TECA patches for the uniform tops at the school.

Commented [1]: new code?

Should the cost of the uniforms be a hardship for your family, you may contact the school by phone or e-mail as we may be able to offer some support.

TOPS: All shirts must be white or heather grey. Shirts must have a collar and include a Thomas Edison Charter Academy logo on the left chest. It is optional to purchase an iron-on patch with the Thomas Edison Charter Academy logo. Tops must fit sufficiently and properly. No RED or ROYAL BLUE clothing may be worn underneath. Coats, sweaters, and jackets must be white, grey, or black.

BOTTOMS: All dress pants, skirts, or jumpers must be a solid khaki or black color, made of cotton or cotton blend material. Pants, hemmed shorts, skirts, and jumpers must be appropriate size and no shorter than knee length. No red or royal blue clothing may be worn underneath.

SHOES/SOCKS: All shoes must be appropriate for physical activity. Shoes and socks must be brown, black, white, or grey. No RED or ROYAL BLUE may be present anywhere on shoes or socks.

ACCESSORIES: All jewelry, belt buckles, hair accessories, etc. must be modest in color/design and small in size so as to not distract from the learning environment or inhibit physical activity. No RED or ROYAL BLUE may be present on any accessories.

HEADWEAR: All HATS (including hoods), sunglasses, and scarves may only be worn outside. No RED or ROYAL BLUE may be present on any headwear unless for religious purposes.

Thomas Edison Charter Academy may have certain "out of uniform" days for special events, occasions, or other reasons.

TECA staff reserves the right to decide whether or not an article of clothing is appropriate for this educational setting, and to require students to remove/replace offensive clothing with extras from the main office.

BEHAVIOR POLICY

In alignment with our mission of providing a "safe, socially just, and respectful environment," TECA is implementing the best research based approaches to discipline including Restorative Practices.

Restorative Practices move toward restoring a sense of harmony and well-being for all those affected by a hurtful act. It provides families, schools, and communities a way to ensure accountability while at the same time breaking the cycle of retribution and violence. It is based on a view of resilience in children and youth and their capability to solve problems, as opposed

to the youth themselves being the problems adults must fix. It focuses not on retribution but on reconnecting severed relationships and re-empowering individuals by holding them responsible. This approach acknowledges that, when a person does harm, it affects the persons they hurt, the community, and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that everyone is moved toward healing.

Restorative practices involve students and the entire school community in a process to repair the harm resulting from conflicts through such means as: community circles that create a respectful group space in which students participate in establishing the values for the class based on human dignity and the democratic principles of rights and responsibilities and restorative conferences. All students will be encouraged to participate in restorative practices.

TECA also may impose any of the following responses and consequences in cases of student misbehavior:

INFORMAL TALK: A staff member will talk to the student and try to reach an agreement regarding the student's behavior.

PARENT/GUARDIAN INVOLVEMENT: A parent/guardian is notified by phone or e-mail. A conference may be conducted between the student, his or her parent, appropriate school personnel, and any other individuals concerned. A positive behavior contract may be used.

TIME OUT REFLECTION: A student is assigned to work in an alternative classroom for all or part of an instructional period. The student works with a teacher to create a plan to return to class.

IN-SCHOOL SUSPENSION (ISS): A student is suspended from his or her classroom for one (1) to five (5) days. A parent/guardian is notified that the student will continue to work on grade-level assignments in an alternative room. The student works with a teacher/staff member on a behavior plan to return to the regular classroom.

OUT OF SCHOOL SUSPENSION (OSS): A student is suspended from school campus for one (1) to nine (9) days. A parent/guardian is notified that the student must be removed from school and may return on a specific date. A conference may be scheduled. Students who are suspended out of school for a total of 9 days during the school year (collectively) will have a conference with parents and school administration and may be recommended for expulsion.

EXPULSION: A student is informed that he or she is subject to expulsion. A parent/guardian is notified and given clear instructions regarding the due process procedure. The Charter Board receives the recommendation for expulsion from administration. The due process procedure is immediately initiated and expulsion does not become effective until it is completed. All out of school suspensions and expulsions are recorded in the student's file.

CAFETERIA: Students who do not follow the cafeteria behavior policy may be removed from the cafeteria and required to eat lunch in a quiet location.

RESTROOMS: Students who do not follow the restroom behavior policy may be restricted to use the restroom only under adult supervision.

ANTI-BULLYING POLICY

Scope of Policy

This policy applies to all students, parents, staff and anyone on the TECA campus at any time. Student behaviors on TECA campus, at any school-sponsored event, students traveling to and from school and cyber-bullying or bullying carried out by any technology device from one student towards another is included.

Definition of Bullying

Bullying is the repeated intentional aggressive behavior from one person towards another which involves a difference in the balance of power.

Types of Bullying

Physical Bullying: When a person repeatedly uses physical force to hurt another person. Physical bullying can also include repeated interference with another person's belongings.

Verbal Bullying: When a person directs words at another person with the intention of scaring them, humiliating them, or harassing them. This includes repeated threats, taunts, insults, name-calling or hostile gestures.

Relational Bullying: When a person has a negative impact on another person's friendships/relationships by spreading gossip or rumors about them, writing or drawing things about them that are designed to hurt or humiliate.

Cyber Bullying: When a person uses a computer, phone or connected device to send threatening or insulting messages, post untrue or embarrassing information or pictures about another person.

Staff Response

If a staff member becomes aware of a pattern of behavior that represents bullying, for example the student has been involved in an aggressive incident repeatedly which resulted in an imbalance of power, they will refer the student to their classroom teacher and administrator. Should the classroom teacher discover that the behavior continues they will refer the student

to administration. TECA uses several problem-solving approaches including Restorative Practices and "The Solution Team" response to bullying (created by *No Bully*).

Parent Response

We expect parents to support TECA's anti-bullying policy. Please encourage your child to immediately tell a member of the staff about any issue of bullying. Contact your child's class teacher if you are concerned that your child is being bullied. TECA strongly urges you **NOT** to instruct your child to defend themselves through the use of inappropriate language or behavior. We request that you allow the school to resolve the situation through Restorative Practices.

KEEPING STUDENTS SAFE

Students are forbidden to:

- cause, attempt to cause or threaten to cause physical injury to another person
- use force or violence upon the person of another
- possess, sell or otherwise furnish any firearm, knife, explosive or other dangerous object
- unlawfully possess, use, sell, or otherwise furnish, or be under the influence of, any controlled substance, an alcoholic beverage or an intoxicant of any kind
- commit or attempt to commit robbery or extortion
- cause or attempt to cause damage to school property or private property
- steal or attempt to steal school property or private property
- possess or use tobacco or any products containing tobacco or nicotine
- commit an obscene act or engage in habitual profanity or vulgarity
- unlawfully possess or offer, arrange or negotiate to sell any drug paraphernalia
- disrupt school activities or otherwise willfully defy the valid authority or supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of duties
- Leave, or not attend, any class without written permission from a teacher/staff, or be late from any transition without previous approval
- knowingly receive stolen school property or private property
- possess an imitation of a weapon (similar in physical properties to an existing weapon as to lead a reasonable person to conclude that the replica is a weapon)
- commit or attempt to commit a sexual assault
- harass, threaten or intimidate a pupil who is a complaining witness or a witness in a school disciplinary proceeding
- engage in or attempt to engage in hazing
- engage in sexual harassment
- attempt to cause, threaten to cause or participate in an act of hate violence
- engage in harassment, threat or intimidation directed against school district personnel or against a pupil or group of pupils for any reason, including and not limited to nationality, race, gender, sexuality, physical appearance, etc.

- make terroristic threats against school officials and/or school property

Students engaging in any of the above activities will be subject to suspension and/or expulsion from Thomas Edison Charter Academy.

The school is not responsible for the loss or theft of items brought from home. Administration will not disrupt students' learning time to investigate the loss of an item that is on the forbidden items list.

PROHIBITED ITEMS include, but are not limited to, the following:

- Nuts (peanuts, almonds, cashews, pecans, etc.) or nut by-products
- Chewing gum
- Unhealthy foods containing high concentration of sugar and/or fat (e.g. candy, soda, chips, fast food)
- Electronic devices (e.g. cellular phones, pagers, mp3 players/iPods, games/toys)
- Vehicles (e.g. scooters, skateboards, rollerblades, shoes with wheels)
- Permanent markers/pens/paint
- Aerosol cans, spray bottles, water shooters
- Hairspray, perfume/cologne, cosmetics
- Playing cards or trading cards
- Toy/fake weapons

HOMEWORK

Thomas Edison Charter Academy has a homework policy, which insures that a student shall be assigned homework on a regular basis. Homework shall relate directly to classroom instruction so that students will benefit. Homework is scheduled as part of the instructional program at each grade level. In addition, parents/guardians/caregivers should spend a minimum of 20 minutes each night reading with their child.

MAKE-UP WORK

A student has the right to make-up work for an excused or approved absence. Work must be completed within a reasonable time as determined by the individual teacher. Make-up work submitted within the school's specific time limits for excused absences will be corrected and graded and will receive credit. It is the responsibility of the student's parent/guardian to request, pick up, and return all assignments to the school/teacher. The teacher of any class from which a pupil is suspended shall require the suspended pupil to complete any assignment and tests missed during the suspension.

REPORT CARDS

Report Cards are completed for every student by his/her teachers and sent home each quarter. It reports to the family the level of the student's work and the overall quality of performance.

PARENT/TEACHER CONFERENCES: Parent/Teacher Conferences are held at the end of the first quarter for all students and at the end of the third quarter based on teacher or parent/guardian/caregiver request. During these meetings, the student's teacher(s), the student and their parent review and discuss the student's academic achievement and plans for the student's future success. These conferences are vital to providing students with the needed support for their continued learning and growth.

Student Support Team (SST)

The Student Support Team (SST) is a collaborative, school-based, problem-solving team that is organized to address academic, medical, behavioral/emotional and/or other problems which may interfere with a student's ability to obtain an appropriate education.

SST Process

Referral:

- 1- Written description of concerns: student behaviors, academic outcomes and other factors affecting student.**

Evidence documents: observational records, student academic work, student standardized tests and benchmark achievements; classroom interventions and differentiation implemented; communications with parent; communications with teachers on grade team; communication with school administration; descriptions and documentation of administration response and interventions

- 2- Initial SST: Review of the materials outlined in Step 1**

Present at initial meeting: teacher, guidance counselor, RTI representative, ISS representative, administrative representative, parent (Special Education representative attendance is recommended but not required).

If the student has a medical issue that may affect the student's learning, a 504 meeting will be convened and led by the School Counselor.

- 3- Initial SST Recommendation:**

Recommendations will be based on evidence and will represent a consensus arrived at by the team. A follow up meeting to review student progress will be scheduled at the initial meeting.

- 4- Follow Up SST Meeting(s):**

At the scheduled follow up meeting(s), the student's progress will be reviewed. Teachers, parents, and other members of the team will report on the success of the plan and decide upon further steps and interventions.

5- Recommendation for a Special Education evaluation:

If the SST team recommends an evaluation for Special Education Services, a representative of the Special Education Team will explain the process to the parent and the team and initiate the evaluation process.

- a. All documents collected for the Initial SST will be updated and reviewed again.
- b. Parent wishes will be honored; however, TECA will ensure that parent is fully informed about the student's progress and development both academically and behaviorally.
- c. Special Education Team will explain to the parent and SST team, based on evidence, the evaluation process for Special Education.
- d. Team will strive in all cases to reach a consensus for course of action.

Parental Request for Special Education Supports or Services:

If a parent makes a direct request to the Special Education Team, the school administration, or the teacher about evaluating his/her child for additional services, TECA will immediately act to convene the aforementioned SST process per the parental request. An SST will be convened to gain a full evidential understanding of the student's current progress and possible areas of need. The parent will need to approve the recommended course of action.

RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a tier 2 academic intervention that provides support for students in English Language Arts and Mathematics. RTI ensures that no child "falls through the cracks." The RTI coordinator will develop individual educational plans to support each child's educational development.

- The RTI Team, which shall consist of an administrator, teacher, school counselor, RTI coordinator, and special education lead teacher, will meet with the student's family to determine the strategies needed to assist the student.
- Quarterly meetings occur with the RTI Team and the families throughout the year to review progress with interventions and goals.
- Interventions and strategies are modified as needed until goals are met.
- RTI teachers use highly regarded instructional materials and resources such as Fountas and Pinnell Intervention and Mc Graw Hill Go Math Interventions.
- Students who fall significantly behind in academic achievement will receive targeted instruction until reaching grade level mastery of standards.

PROMOTION REQUIREMENTS & RETENTION

In order to be promoted to the next grade level, students must meet all grade level standards set by the state of California and Thomas Edison Charter Academy. Students who are below academic grade level standards may be at risk for retention.

Consistent with Education Code (EC) Section 48070.5(b), this policy includes students' grades and other indicators of academic achievement. Students' results on the California Assessment of Student Performance and Progress (CAASPP) are included as one indicator of academic achievement. However, CAASPP results are not the exclusive criterion for promotion or retention.

EC Section 48070.5 states that school districts' policies must include criteria for promotion and retention at the following specified grade levels based on grades and other indicators of academic achievement designated by the district:

- Between second and third grade
- Between third and fourth grade
- Between fourth and fifth grade
- Between the end of the elementary grades and the beginning of middle school
- Between the end of the middle school grades and the beginning of high school (EC Section 48070.5[a])

The identification of students who should be retained or who are at risk of being retained is based primarily on proficiency in reading between the second and third grades and between the third and fourth grades. For the remaining grade levels, identification is based on proficiency in reading, English-language arts, and mathematics (EC Section 48070.5[c]). Promotion criteria also include attendance.

The Education Code does not set a minimum level on any local test for promotion or retention purposes. Thomas Edison Charter Academy incorporates test results among other factors, including grades, in its promotion & retention policy. While minimum CAASPP performance levels for promotion or retention have not been established pursuant to Education Code Section 60648, the school will use CAASPP results below the 40th percentile as an indicator to review the student's progress for possible retention.

The school may retain or promote a student without parent or guardian approval (except Kindergarten). However, below is the appeal process for parents who disagree with a promotion or retention decision for their student.

PARENTAL APPEAL PROCESS: Parents may choose to appeal the decision to promote or retain their child by writing a letter to the President of the Governing Board and submitting it at least 10 days prior to a Board meeting for consideration in closed session. The Appeal must be submitted prior to the Governing Board's May meeting for that school year. The Governing Board will allow the Executive Director/Superintendent to provide written evidence that supports the school's decision, and will render a decision at that meeting. Note that the

burden is on the parent as the appealing party to show why the promotion or retention decision should be overruled.

STUDENT RETENTION: There is nothing in the Education Code that prohibits school districts from retaining a child in more than one grade. However, TECA policy is to avoid retention more than one year in grades K-5. A student retained in a K-5 grade may then be retained in 6-8, however all possible interventions will take place prior to retention. Attendance is the responsibility of the parent/guardian and may result in retention. No student may be retained solely on the basis of a disabling condition, as defined by State and Federal Special Education laws, without Individualized Education Program (IEP) recommendation.

GUIDANCE: Students and their parents will have the opportunity to attend a meeting with the principal and guidance counselor in order to determine the changes in the instructional program or any other assistance that can be provided to the student according to the law.

KINDERGARTEN: Students who have spent a full year in Kindergarten may not be retained if the parent/guardian/caregiver does not consent to retention. (Education Code 48011)

A student enrolled in Kindergarten may be accelerated to first grade at the discretion of the principal if the student is at least 5 years old and with the parent/guardian/caregiver's consent upon a determination that the student is ready for first grade work in accordance with rules developed by the State Board of Education (Education Code 48011, 5 CCR 200)

ELEMENTARY AND MIDDLE GRADES: When the classroom teacher and principal agree that a recommendation may be made for a student to be accelerated or retained, a conference shall be held with the parent/guardian/caregiver to advise them of the proposed action. This conference must be held and documented in writing prior to or at the end of quarter three. If a question exists, documentation will be provided to show one or more of the following:

Retention: Factors of Consideration

1. The student does not perform at grade level on benchmark tests.
2. The student is not grade level proficient in reading OR Language Arts OR Mathematics.
3. The student does not meet standards in Language Arts or Mathematics on the CAASPP.
4. The student's attendance is below 90%- unexcused.

Parents/guardians/caregivers shall receive notification as early as practicable when a pupil is identified as being at risk of retention (usually by March of the school year) and will have an opportunity to consult with the teacher responsible for the recommendation with sufficient time to make arrangements for tutoring or get recommendations for interventions.

Parents/guardians/caregivers do not have the right to unilaterally make the decision to promote or retain their child, but do have the right to appeal the teacher's decision. The

appealing party bears the burden of showing why such decision should be overruled.
(Education Code 48070.5)

Acceleration

Acceleration from Kindergarten to First Grade

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Principal or designee and with the consent of the parent/guardian/caregiver, upon determination that the child is ready for first-grade work. (*Education Code 48011*) The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Acceleration shall be subject to the following minimum criteria: (*5CCR200*)

1. The student is at least five years of age.
2. The student has attended a public-school kindergarten for a long enough time to enable school personnel to evaluate their ability.
3. The student is in the upper five percent of his/her age group in terms of general cognitive ability.
4. The physical development and social maturity of the student are consistent with his/her advanced cognitive ability.
5. The parent/guardian/caregiver of the student has filed a written statement with the school district approving the placement in first grade.

Acceleration in Grades 1-8

When high academic achievement is evident, the Principal or designee may recommend a student for acceleration into a higher-grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student. A parent may also request/recommend acceleration.

Acceleration shall be subject to the following minimum criteria:

1. The student is in the upper five percent of his/her age group in terms of general cognitive ability.
2. The student is in the upper five percent of his/her age group in academic achievement.
3. The physical development and social maturity of the student are consistent with his/her advanced cognitive, social and academic ability.
4. The parent/guardian/caregiver of the student has filed a written statement with the school district approving the placement.

The school (TECA) will inform the minimum criteria by engaging in the following procedure with students being considered for acceleration:

Student's Current Class:

- 1- Timeline

- Students seeking to accelerate for the Fall term should complete the process by May of the previous term.
 - Students seeking to accelerate for the Spring term should complete the process by November of the Fall term.
- 2- A student portfolio is to be developed. The portfolio would include:
 - A sample of student work in all subjects
 - Student report card grades
 - Student's standardized test scores (SBAC; NWEA; IRLA/ENIL)
 - Other relevant student work products and assessments
 - 3- Recommendations by current teacher(s) and school counselor (school psychologist, if applicable)
 - 4- Assessment of student academic performance by a teacher from the grade level that the student would skip by acceleration. That teacher will:
 - Evaluate student work submitted by the teacher (s) of the student's current grade
 - Obtain a grade level (of the grade being skipped) writing sample from the student by administering a writing prompt from the state website
 - Have the student read grade level text orally and engage him/her in a text based discussion, assessing fluency and comprehension
 - 5- Convene a review panel consisting of the following persons
 - Principal and or Assistant Principal of the school (TECA)
 - School Counselor
 - At least one of the student's teacher (ELA, Social Studies, Science or Mathematics)
 - School psychologist

This panel will review the portfolio and other relevant information including the assessment from the grade(s) being skipped and make a recommendation for student placement (acceleration).

- 6- The student portfolio will be forwarded to the principal of the receiving grade/class.

The student's receiving school/grade will institute the following:

- 1- Review the portfolio of student work, assessment of teacher of grade(s) being skipped and the recommendation of the review panel
- 2- Determine student placement and develop a schedule of classes
- 3- Principal and teacher (ELA, Social Science, Math or Science), along with the school counselor, where applicable, develop a 90-day check-in plan for student to monitor and support student adjustment to new grade/class/school

EIGHTH GRADE PROMOTION/RETENTION: If a student fails four (4) or more out of twelve (12) core classes (Mathematics, Language Arts, Social Studies, Science) through the third

quarter, as an eighth grader, the student may be retained. A student may be retained for poor attendance that impacts his/her learning and meeting the learning goals of the grade for that school year. If a student has a cumulative GPA of less than 1.0, they may be retained.

Guidance and academic counseling will be provided, with parent/guardian required to attend a review conference in the case of retention at all levels (K-8).

FIELD TRIPS

Classroom teachers will plan occasional field trips for specific educational purposes. In order to participate, a child must complete and submit a Field Trip Permission Form prior to departure from campus. Parent consent via email or phone will **not** be accepted. If a parent does not wish for his or her child to participate, arrangements will be made for that student to remain in an alternative classroom on campus to work on class assignments. Field trips are a privilege for all students. Students are expected to uphold TECA's behavioral expectations as representatives of our community.

COMPUTERS/INTERNET

It is important that students and adults understand proper computer use at school, as violating proper use will carry serious consequences.

Thomas Edison Charter Academy offers computers, Internet access, and e-mail for some students' use. Users of the Internet are expected to abide by the generally accepted rules of network etiquette. Each student is automatically given access to the Internet and e-mail unless the parent or guardian completes the Parental Request to Deny Access Form. Using the Internet is a privilege, which carries along with it the responsibility of using it properly. Computers are to be used for school-related activities, email access and teacher approved activities only. The following are specifically not permitted:

- Accessing, producing, posting, sending or displaying material that is offensive by nature. This includes obscene, discriminating, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or sexually suggestive language or images, including images of exposed private body parts.
- Harassing, insulting or attacking others.
- Attempting to damage computers, computer systems, software or networks.
- Plagiarizing or infringing copyrights of works you find on the Internet.
- Using another's login ID or password.
- Illegal use of data in folders or work files.
- Intentionally wasting limited resources. This includes distributing mass e-mail messages, participating in chain letters, creating and participating in unauthorized newsgroups and storing files on file servers without proper authorization.
- Using the computer network for commercial purposes.

- Using the system for political lobbying.
- Posting personal or private information about you or other people on the Internet.
- Arranging or agreeing to meet with someone you have met online.
- Attempting to gain unauthorized access to the TECA network.
- Posting information that could be disruptive, cause damage or endanger students or staff.
- Posting false or defamatory information about a person or organization.
- Downloading files without prior approval from supervising staff. This includes downloading OR playing games that are not educational and/or assigned by a teacher.
- Accessing chat-rooms unless assigned by a teacher for a valid educational purpose.

Students who engage in any of the above-listed activities will have access privileges taken away, and other disciplinary measures may also result.

CELL PHONES/ELECTRONIC DEVICES

Cell phones and electronic devices should be left at home. If a student must bring a cell phone to school, it must be turned off and out of sight. Middle School Students (Grades 6-8) are given a pouch to keep their cellphones in during the day. If students rip or break the bag they will be fully responsible for compensating the school for them.

If the cell phone is seen or heard the phone will be confiscated by the teacher and turned in to the main office. The parent must then come to school and pick up the phone from the main office. In some cases, at the discretion of the teacher and/or school officials, students' cell phones may be collected at the beginning of class and returned at the end of class or end of the day. The school is not responsible for the loss or theft of items brought from home. Administration will not disrupt students' learning time to investigate the loss of an item that is on the forbidden items list. School landline phones are available for student use for emergency purposes only or under the supervision of a staff member.

MEDIA

Occasionally the media are interested in Thomas Edison Charter Academy events and activities. If for any reason you do not wish your child to be viewed on television or photographed by the media, please indicate this on the Media Release form. These are to be signed and returned to classroom teacher at the beginning of every school year.

EMERGENCY CARDS

Thomas Edison Charter Academy requires a current Emergency Card on file for every student. The cards are filed in the Main Office and are used to contact family members in the event of

an emergency. If you do not have a phone number for your work or home, please provide the number of a relative and/or neighbor. Notify the Interim Office Manager, Ms. Carina Campos, if your address or phone number changes.

MEDICAL CONDITION: If your child has a medical condition or need, it is imperative that the school be notified in writing. All information will remain confidential.

MEDICATION

In order to ensure the safety of your child, school policy requires written parent permission for all medication to be given during school hours. In addition, students who may need prescription medication during the school day are required to provide the school administration with a doctor's note. When it is absolutely necessary that your child receive medication during the school day, the following procedures must be followed:

- Complete and sign the school's medication permission form
- All medication must be brought to school in its original labeled container and be given to the school health aide for storage
- All medication must be left at school (it may not be sent home)
- Doctor's notes for prescription medication must include name of student, diagnosis, name of drug, possible side effect, dosage, schedule and doctor's signature.
- Students will consume medication under the supervision of the the school health aide

No medication, even non-prescription medication, may be brought to school and taken by students without written permission from the parent/guardian and supervision by the school health aide.

HEALTH

If your child should become ill or injured at school, you will be notified immediately by phone. If we are unable to contact you, we will notify someone you have listed as an emergency contact.

A child may be sent home from school if he or she has any of the following:

- Temperature of 100 degrees or above
- Vomiting
- Severe cough or sore throat
- Severe earache or headache
- Head lice, pink eye, impetigo, or other contagious conditions

Parents are requested to call the school office to report any contagious illness or condition. In such cases, students should stay home until their return has been approved by their doctor and they are clear of infection.

HEAD LICE POLICY: TECA'S policy does not allow for students who have head lice to attend school. If your child is identified as having head lice, you will be contacted and he or she must be sent home with information on appropriate treatment for the removal of lice/nits.

UNPAID MEAL BALANCES AND LOCAL MEAL CHARGE POLICY

Purpose: To establish consistent meal charging and collection procedures, as well as communication procedures concerning meal services and charges for Thomas Edison Charter Academy (TECA) families.

The goals of these procedures are:

- To maintain a positive and healthy experience for students during meal service
- To treat all students with dignity and respect
- To establish practices that are age appropriate
- To promote parent and/or guardian nutritional responsibility for meal payments and self-responsibility of the student
- To create a consistent communication connection between the TECA School Food Administration (SFA) and families of students at TECA

Communication: This policy will be sent to all households in writing by August 31 of every school year. This policy will also be given to households that enroll in TECA during the school year upon approval of enrollment and prior to the student's start day at TECA. This policy will also be included in the Student/Parent Handbook printed at the start of every school year. Additionally, this policy is available on TECA's website.

Pricing: The pricing of meals will be as follows:

- TK-5th Grade: \$3.25
- 6th Grade - 8th Grade: \$3.50
- All Grades: Reduced Price \$0.40

Emergency Meal Service: TECA acknowledges that on occasion, parents may be late in paying for their child's meal payment. In such cases, the child's statement of need shall be accepted and food (a reimbursable meal) will be made available. Students are permitted to charge one meal per day. Annually, the Executive Director, in cooperation with the Food Service Coordinator/ Manager and the Director of Finance, shall review the procedures to provide meals to students without the funds to pay for lunch.

Evaluate Individual Circumstances: When a student repeatedly comes to school without a meal from home or money to participate in the school meal program, school administrators will consider if circumstances in the home warrant contacting social workers or Child Protective Services. Frequent requests may indicate the family's need for Free or Reduced-price Meals. If

for any reason, parents decline to complete an eligibility application and the principal is aware that the student is eligible for Free or Reduced-price Meals, the principal may complete an application on behalf of the student. Written justification must be made on the application as to the reason the student should be receiving Free or Reduced-price Meals. (7 CFR 245.6 (d))

Point of Sale Meal System: The school meal accounting system, *Solana*, is a Point of Sale (POS) system. Parents or guardians are encouraged to deposit money into their child's account before meals are served. Payments can be made daily, weekly, monthly, or annually. In addition to using cash and checks, parents may also pay online with credit/debit cards. It is the parent's responsibility to make sure that money is in the account, or that a home prepared meal is sent to school with their child. Account balance notifications are sent out monthly to households.

Repayment for Meal Charges and Bad Checks: Federal guidelines prohibit the Food and Nutrition operation from writing off bad debts because of charged meals. Every effort will be made to collect for unpaid meals. Unpaid meals charges will result in the following:

- A report sent to the Superintendent/Executive Director at the end of each month for accounts with a balance of over \$5.00
- Automated telephone calls home, and Emails will also be sent to the parent until balances are paid
- In case of significant delinquent payments, a letter will be sent home from the TECA School Food Administration

Refunds:

- **Withdrawn Students:** For any student who has withdrawn from TECA during the school year and has remaining money on their account, a written request can be submitted for a refund of that money. Requests must be submitted within 90 days of the student's departure.
- **Graduated Students:** Any funds remaining on a graduating student's account will be transferred to a sibling's account if applicable.
- **Unclaimed Funds:** All refunds must be made within 90 days. Any unclaimed funds will then become the property of TECA.

Program Limitations: All meals eaten before a Free and Reduced-Price application is both processed and approved are the responsibility of the parent/guardian and must be paid for as required by law.

At the end of the school year, the total amount of uncollected meal charges is paid to the Food and Nutrition fund/account from unrestricted funding sources. Uncollected meal charges will be handled the same as other school debt.

Non-Discrimination Statement: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program

information (e.g. Braille, large print, audiotape, American Sign Language, etc.) should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027) found online at <https://www.ascr.usda.gov/filing-discrimination-complaint-usda-customer>, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.

Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary of Civil Rights
1400 Independence Ave., SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442
- (3) E-Mail: program.intake@usda.gov

Contact: For all questions and concerns regarding your meal service account, please contact TECA's Coordinator of Food Services, Monica Gomez, at mgomez@teca-sf.org or at 415-970-3330 x. 150.

HOMELESS EDUCATION POLICY

The Governing Board of Thomas Edison Charter Academy (the "Charter School") desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

1. Definitions

- a. The term "**homeless children and youths**" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

- iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- iv. migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).
- b. The term “**unaccompanied youth**” includes a homeless child or youth not in the physical custody of a parent or guardian.
- c. The terms “**enroll**” and “**enrollment**” include attending classes and participating fully in school activities.
- d. The term “**school of origin**” means either:
 - i. the school that a child or youth attended when permanently housed; or
 - ii. the school in which the child or youth was last enrolled.

2. Homeless Liaison

- a. The Charter School Homeless Liaison is **Ms. Jessica Alfaro**, Head Counselor, jalfaro@teca-sf.org. The Charter School Homeless Liaison shall do all of the following:
 - i. Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
 - ii. Ensure that homeless children and youth enroll in, and have a full and equal opportunity to succeed in the School;
 - iii. Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
 - iv. Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
 - v. Ensure that enrollment disputes are mediated in accordance with the dispute resolution process outlined below;
 - vi. Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
 - vii. Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
 - viii. Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
 - ix. Ensure that unaccompanied youths (a) are enrolled in school; (b) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and (c) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive

verification of such status for purposes of the Free Application for Federal Student Aid.

- x. Collect and provide to the State Homeless Coordinator the reliable, valid, and comprehensive data regarding:
 - 1. the number of homeless children and youths at the Charter School;
 - 2. the nature and extent of the problems homeless children and youths have in gaining access to public preschool programs and to public elementary schools and secondary schools;
 - 3. the difficulties in identifying the special needs and barriers to the participation and achievement of such children and youths;
 - 4. any progress made by the Charter School in addressing such problems and difficulties; and
 - 5. the success of the programs under this part in identifying homeless children and youths and allowing such children and youths to enroll in, attend, and succeed in, school.

3. School Stability

- a. Where the Charter School is a student's school of origin, and where continuing the student's education at the Charter School is in the student's best interest, the Charter School shall continue the student's education at the Charter School:
 - i. for the duration of homelessness, where the student's family becomes homeless between academic years or during an academic year; or
 - ii. for the remainder of the academic year, if the student is homeless and thereafter becomes permanently housed during an academic year.
- b. In determining whether continuing the student's education at the Charter School is in the student's best interest, the Charter School shall:
 - i. presume that keeping the student at the Charter School is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or (if the student is unaccompanied) the student;
 - ii. consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the student's parent or guardian or (if the student is unaccompanied) the student;
 - iii. if, after conducting the best interest determination described in the two preceding paragraphs, the Charter School determines that it is not in the student's best interest to attend the Charter School, provide the student's parent or guardian or the unaccompanied student with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
 - iv. in the case of an unaccompanied youth, ensure that the Charter School Homeless Liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

4. Enrollment

- a. The Charter School shall ensure that homeless students have the same opportunity to apply and enroll at the Charter School as non-homeless students.
 - i. Homeless students shall follow the same application and enrollment process as non-homeless students (as mandated by the Charter School's charter), including timely filing out and submitting the school's application and, in the event of oversubscription in a grade, proceeding through the lottery process.
 - ii. If a homeless student does not gain admission to the Charter School through the lottery process, the student shall be placed on the Charter School's waitlist, as with any other student.
 - iii. If a homeless student gains admission to the Charter School through the lottery process or off the wait list, the student shall timely submit an enrollment packet.
- b. Notwithstanding Paragraph 1 above, if a homeless student is unable to produce records normally required for application, or if the homeless student seeks to produce application documents after the deadline to do so has passed (where that deadline fell during a period of homelessness), the Charter School shall make every effort to allow the student to proceed through the lottery process, so long as doing so would not cause the Charter School to violate the terms of its charter.
- c. Notwithstanding Paragraph 1 above, if a homeless student gains admission to the Charter School and is unable to produce records normally required for enrollment, or if the homeless student seeks to produce enrollment documents after the deadline to do so has passed (where that deadline fell during a period of homelessness), the Charter School shall nevertheless immediately enroll the student, so long as doing so would not cause the Charter School to violate the terms of its charter.
- d. Upon a homeless student's enrollment, the Charter School shall immediately contact the school last attended by the student to obtain relevant academic and other records.
- e. If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the student's parent or guardian, or (if the student is unaccompanied) the student, to the Charter School Homeless Liaison, who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records.

5. Dispute Resolution Process

- a. **Immediate Enrollment.** If a dispute arises over enrollment in the Charter School by a homeless student, the student will be immediately enrolled to the Charter School in which enrollment is sought, pending resolution of the dispute, so long as enrollment would not cause the Charter School to violate the terms of its charter.
- b. **Referral to Liaison.** The Charter School will then refer the student and the student's parent or guardian, or (if the student is unaccompanied) the student, to the Charter School Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute.
- c. **Written Documentation**
 - i. The Charter School will provide the student's parent or guardian with a written explanation of the Charter School's decision regarding enrollment, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The

written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

- ii. Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment and may seek assistance of social services, advocates, and/or service providers in the dispute process.
- d. **Appeal to COE.** If the dispute remains unresolved at the Charter School level or is appealed to the County Office of Education ("COE"), then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) business days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.
- e. **Appeal to State.** If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating enrollment in the Charter School within ten (10) business days of receipt of the materials.

6. Transportation

- a. Where the Charter School is a homeless student's school of origin and the parent, guardian, or Charter School Homeless Liaison requests transportation, the Charter School will provide or arrange for transportation of a homeless student to the Charter School.
- b. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School. If the Charter School and local educational agency are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

7. Comparable Education Services

- a. Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:
 - i. Educational services for which the homeless student meets federal, state, and local program eligibility criteria, including services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
 - ii. Programs for gifted and talented students; and
 - iii. School nutrition programs.

CHILD PROTECTIVE SERVICES

All Thomas Edison Charter Academy staff members are by law "Mandatory Reporters" of any suspected abuse or neglect. The primary goal of the education system is to teach. In order to achieve this, it is sometimes necessary to remove barriers that impede a child's ability to learn. In addition to penalties for not reporting abuse and neglect, all States provide immunity from civil liability and criminal penalty for mandated reporters who report in good faith. In other words, the law requires educators to report suspected child abuse and neglect, provides protection for those educators who become involved, and penalizes those who fail to meet their obligations.

IMMUNIZATIONS

California law requires each child to have up-to-date immunizations and to furnish verification to the school, at minimum by the start of a new school, or Kindergarten and 7th grade school years. These immunizations can be given by your family doctor. A School Health Form can be obtained at Thomas Edison Charter Academy's Main Office.

SAFETY PROCEDURES

Should an emergency situation (such as an earthquake, power failure or civil disaster) occur while school is in session, TECA's response plan will be as follows:

- No student will be dismissed from school unless a parent/guardian/caregiver (or individual designated on the Emergency Card) comes for him or her.
- Please do not call the school. We must have the phone lines available for emergency calls.
- As soon as possible, pick up your child and any other students for whom you are the Emergency Card designee.
- Do not block emergency vehicle entry areas with your car.
- If public officials (fire, police, etc.) have directed TECA students to be relocated to another site for safety, announcements will be made on San Francisco radio and TV stations.

VOLUNTEER OPPORTUNITIES

Family support and involvement are key elements in the academic success of our students. In addition, the staff will greatly appreciate your gift of time and talent during the coming school year. The following volunteer opportunities offer flexible, interesting and fun ways to contribute to a positive school culture: presenter, field trip chaperone, dance supervisor, classroom assistant, special event coordinator/supervisor, fundraiser coordinator/supervisor, office assistant, parent-teacher association (PTA) leader, School Site Council (SSC) member, etc. Volunteers may be asked to complete a registration packet in the office. Please keep in mind that any person wanting to volunteer at TECA is required to take a TB test and meet all other clearance requirements.

DONATIONS

As a not-for-profit 501c (3) organization, any contributions you make to Thomas Edison Charter Academy are tax deductible to the extent allowed by law (EIN 91-2162243). Donations can be made directly to TECA classrooms or to TECA as a school.

MONETARY CONTRIBUTIONS: To contribute via check, please send in your donation to the school. Please make checks payable to: Thomas Edison Charter Academy or TECA.

DONORSCHOOSE.ORG: Visit the Donors Choose website to donate towards supplies that our teachers need for classroom projects.

GIFTS IN KIND: Donate technology, equipment, furniture, books, supplies and other items that are in good condition and are relevant to our educational program.

ORGANIZATIONS

GOVERNING BOARD is composed of community members, and plays a vital role in the governance of TECA. Governing Board Meetings are open to the public, generally held the third Wednesday of every month at 6:00 p.m. in TECA Library. Dates and times for meetings are posted by the main office and at the main entrance 72 hours in advance of each monthly meeting.

PARENT-TEACHER ASSOCIATION (PTA) provides fund raising support for school and classroom programs and helps organize school events. PTA meets every 1st Tuesday of the month, rotating between 8:30 a.m. and 6:00 p.m. The first PTA meeting for the 2018-2019 school year will be on Sept. 4, 2018 at 8:30 a.m. at the TECA Cafeteria. The PTA invites all TECA parents/guardians to join.

SCHOOL SITE COUNCIL (SSC) monitors student achievement and helps ensure that categorical resources will be used to lessen performance gaps. SCC meets every 2nd Tuesday of the month at 3:30 p.m., welcomes new members and provides translation for Spanish-speakers.

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC) invites any parent and community member interested in being a part of the committee that advises, reviews and comments on the English Language Learner Program as well as the Dual Language Program. ELAC meets either with SSC, or independently every 1st Wednesday of the month at 8:30 a.m.

AFRICAN AMERICAN PARENT ADVISORY COUNCIL (AAPAC) A group of parents of African American students who inform and support the school to meet the needs of their children and families.

This is an agreement to work together to improve our students' academic success. It is due back to your child's teacher by September 14, 2018.

As a student, I agree to...

- Attend school regularly and on time.
- Respect all members of the Thomas Edison Charter Academy community.
- Know and obey the policies of the school and my class.
- Ask for help when I don't understand something.
- Work as hard as I can and complete my assignments on time.
- Discuss with my parents what I am learning in school.

Student: _____ Signature: _____

As a parent/guardian/caregiver, I agree to...

- Make sure that my child attends school regularly and on time.
- Support the school in its efforts to maintain safety and discipline.
- Establish uninterrupted homework time and encourage good study habits.
- Review my child's work, monitor progress reports and attend conferences.
- Communicate with my child's teacher and respond to notices sent home.

Parent/Guardian: _____ Signature: _____

As a teacher, I agree to...

- Set high expectations for all students and monitor student progress weekly.
- Use Restorative Practices allowing those affected by harm to work together to repair it.
- Help each child realize his or her individual strengths.
- Use a variety of teaching techniques and resources to meet each student's needs.
- Make myself available during work hours to assist students as needed.
- Communicate regularly with each student's parent/guardian/caregiver.

Teacher: _____ Signature: _____

As an administrator, I agree to...

- Create a welcoming yet SAFE environment for students, their families, and staff.
- Shape a culture of high academic expectations.
- Communicate and follow Thomas Edison Charter Academy's mission.
- Promote equity and fairness among all members of the school's community.
- Maintain a clean and orderly campus.
- Make decisions based on relevant research and current data.

Administrator: _____ Signature: _____