

West Park Charter Academy



Certificated Employee Handbook 2023-2024



Welcome to West Park Charter Academy!



This Certificated Employee Handbook provides a vast amount of information pertaining to WPCA's policies, procedures, and practices. Please take some time to acquaint yourself with this Handbook (if you are new to WPCA, with your mentor), as you will be expected to adhere to its contents during the 2023-2024 school year. If anything in this handbook is unclear and/or you have questions, please be sure to reach out to administration for clarification.

Please keep in mind that the information included in this handbook may be revised as necessary. In such instances, every effort will be made to keep you informed through suitable lines of communication; including, but not limited to, postings on WPCA's website/page, email, and/or notices sent directly to you.

I extend to you my personal best wishes for your success and satisfaction at West Park Charter Academy. Together, we will continue to make a positive impact in our students' lives, and set them up for post-secondary success!

I look forward to a wonderful, productive, and successful 2023-2024 school year!

Sincerely,

West Park Charter Academy Leadership Team

Table of Contents

- 4.....WPCA's Mission & Vision Statements
- 5.....WPCA's Schoolwide Learner Outcomes (SLO's)
- 6.....Acknowledgement of Handbook and at-will Employment
- 7.....District Office & Machado Office Contact Information
- 8.....Teaching Staff/District/Office Hours
- 9.....Independent Study Teacher: Characteristics/Essential Duties
- 10.....Assessment of Student Progress
- 11.....Record Keeping/Report of Missing Assignment-Appointment (RMAs)
- 12.....Drop Procedures/Charter Attendance
- 13.....Adjunct Duties/Core Teachers/Transportation Reimbursement/Work Permits/Credentials
- 14.....Professional Growth/Evaluation
- 15.....Human Resources/Non-Tenured Status
- 17.....Compensation/Payday/Voluntary Resignation/Dismissals/District Policies and Procedures
 - ✓ Advertising
 - ✓ Audio/Visual Equipment
 - ✓ Campus Facilities
 - ✓ Confidentiality
 - ✓ Conflict of Interest
 - ✓ Computers
 - ✓ Internet & E-Mail
 - ✓ Wi-Fi Passwords
 - ✓ School Map & Safety Plan/Evacuation Drills
 - ✓ Clubs and Organizations
 - ✓ Communication
 - ✓ Student & Staff Injury
- 20.....Dress Code
- 21.....Professional Conduct/Grievance Summary
- 24.....Discrimination/Grievance of Employment Complaint Process
- 26.....Record Keeping Requirements
- 27.....Work Samples & Work Records
- 29.....Parent/Student Responsibilities
- 31.....Student Assessment
 - ✓ Work Samples
 - ✓ SBAC Testing
 - ✓ Transcripts
 - ✓ Retention Conferences
 - ✓ Promotion/Retention Policy
- 33.....Graduation Requirements/Testing-Out Students/Lab Day Procedures/Procedures for Students Studying at Sites
- 34.....Curriculum
 - ✓ Materials
 - ✓ Return of Materials
 - ✓ Computers
 - ✓ Computer Return
 - ✓ Supplemental Instruction
- 36.....College Courses/High School Enrichment Program/Field Trips
- 37.....Charter Forms
 - ✓ Application Forms
 - ✓ Semester Forms
 - ✓ Monthly Forms
 - ✓ Other Frequently Used Forms

Mission Statement

West Park Charter Academy is committed to provide a learning environment in which students feel safe, valued, supported and respected. Our mission is to meet students where they are and to work closely with them to develop attainable goals for their future. We strive to forge strong and positive connections, instill confidence and self-reliance, and provide the academic rigor, technology skills, communication abilities, and the 21st Century Skills needed to become responsible and contributing members of society

Vision Statement: “Looking to the Future”

As graduates of the West Park Charter Academy program, students will be competent in technology, will have achieved high levels of academics, and will be effective communicators. In addition, students will develop attainable future goals and become responsible, productive citizens who make positive contributions to society.

**West Park Charter Academy's
Schoolwide Learner Outcomes (SLOs)**

Competent and Proficient Users of Technology by:

Utilizing technology as a tool for learning, communicating, and conducting research
Using technology to access, manipulate, and produce information

Measurable Indicators can Include:

Accounts/Use/Progress in IXL, Lexia, Reading Plus, Desmos, and other online platforms
Access to and Student use of G-Suite (Gmail, Slides, etc.)
Google Slideshows - one project every other learning period
Typing software w/assessments every other learning period
One research paper per semester (scored with rubric)

Academic Achievers by:

Conducting themselves responsibly, honestly, and ethically
Being self-directed learners
Being active learners, increasing their knowledge, and preparing themselves to be successful beyond graduation

Measurable Indicators can Include:

Student Portfolio each year (students choose what they want to include)
Senior Portfolios
RMAs & Notifications per semester & school year
A-G completion
Completion of high school credits (220)
Grade Distribution (i.e. #'s of A's, B's, etc.)
2.0 GPA (per semester & school year)
Proficiency on State Assessments (i.e. SBAC, CAST, ELPAC)
Proficiency on Local Assessments
At or Above Grade-Level on STAR Assessments (STAR Reading & Math)

Responsible Citizens by:

Following the rules of the school
Showing respect for self and others
Demonstrating personal responsibility and integrity

Measurable Indicators can Include:

RMAs & Notifications per semester & school year
Incident reports per semester & school year
Student Attendance during each Learning Period (based on completed schoolwork)
Student Attendance to labs, classes, weekly appointments, & tutorial sessions
Volunteer Opportunities
Student Daily Activity Log (submitted at end of each Learning Period)

Effective Communicators by:

Collaborating, working effectively, and managing interpersonal relationships within diverse groups and settings
Demonstrating skills of speaking, listening, reading, and writing for different purposes and in a variety of situations

Measurable Indicators can Include:

Oral presentations for written reports and slideshows (every other learning period w/use of rubric)
Completion of Grade-level English requirements (with a C or higher) per semester & school year
Students who hold a work permit during each school year (2.5 GPA requirement)
Senior (Panel) Interviews for December and May Graduates

ACKNOWLEDGEMENT OF HANDBOOK AND AT-WILL EMPLOYMENT

I understand and agree that I have read and will comply with the WPCA Certificated Handbook.

I understand and agree to my at-will employment as described in the Handbook summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between you and the West Park School District (hereafter referred to as the "District")

AT-WILL EMPLOYMENT

I understand that other than the Superintendent or designee, no supervisor or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or make any agreement for employment other than "at-will." Only the Superintendent or designee has the authority to make such agreement and then only in writing signed by the Administrator.

Mailing Address

West Park District Office
2695 S. Valentine Ave
Fresno, CA 93706
(559) 233-6501

Machado Office
2695 S. Valentine
Fresno, CA 93706
(559) 485-0727

Board of Trustees

Fernando Alvarez
Aida Garcia
Areceli Lopez
Ezekiel Rodriguez
Mark Vivenzi

District Administration/School Office Personnel

Superintendent	Dr. Brian Clark
Charter Director	Vacant
Records Analyst	Thuy Tran
Administrative Assistant	Casandra Garner
Registrar	Elizabeth Murillo
Business Manager	Jordan Soliz
Administrative Financial Assistant	Amanda Flint
Human Resources	Tamita Boyd
Data Analyst	Craig Bajada
Technology Director	Randy Randolph
Counselor	Ravinder Badhesha
Counselor	Maritza Serrato
CTE Counselor	Johnathan Holland
Counselor	TBA

Teaching Staff

FRESNO CENTER

Polly Brar
Christine Doughty
Joe Gonzalez
Tirouhi Melkonian
Kelly Morizono
Traci Sheppard
Darrell Yates
Michael Lundy

HANFORD CENTER

Sam Clegg
Christine Doughty
Celeste Sierra
Tirouhi Melkonian
Darrell Yates
Michael Lundy

Fresno Paraprofessionals:

Hanford Paraprofessionals:

Anali Rangel

District/School Office Hours

<u>Site</u>	<u>Hours</u>	<u>Phone Number</u>
Machado Office	7:30 - 4:00 M-F	559-485-0727 Fax: 559-485-0682
Fresno Learning Center	8:00 – 3:45 M-F	559-277-5297
Hanford Learning Center	8:00 – 3:45 M-F	559-587-9913 Fax: 559-584-7632
West Park District Office	8:00 - 4:00 M-F	559-233-6501 Fax: 559-497-1944

POSITION: INDEPENDENT STUDY TEACHER

CLASSIFICATION: CERTIFICATED (183 days)
7 $\frac{3}{4}$ hr Work Day (38 $\frac{3}{4}$ work week)

RESPONSIBLE TO: WPCA Director

SALARY: CERTIFICATED SALARY SCHEDULE

DISTINGUISHING CHARACTERISTICS:

Teach standards based curriculum through the following course of study: reading, language arts, social sciences, mathematics, science, art, health, physical education and music to pupils in independent study utilizing skill sequenced and intervention curriculum as adopted by the Board of Trustees and other appropriate learning activities according to the goals and objectives of the District.

ESSENTIAL DUTIES:

Instruction and Facilitation of Learning:

1. Each semester, in collaboration with student and family, review the Master Agreement and develop an individualized semester learning plan (SLP), which is based on California standards for academic achievement. Ensure that the plan is based on high standards and contains specific timelines and performance goals.
2. Meet with the student and parent/guardian for no less than one hour per week (unless approved otherwise by the Director), to review the students' current accomplishments and support parents in planning, coordinating, and supporting the next periods educational plan for the student. The teacher will provide instruction in designated topics.
3. Meet with students two or more grade-levels behind in ELA and/or Math for 1 $\frac{1}{2}$ hours weekly. Teacher is **required** to use adopted ELA and Math intervention curriculum/digital resources with these students.
4. Assist with labs - (EL tutorials, science, computers etc.)
5. Work with Counselor in fulfilling the H.S. academic plan.

6. If you wish for the student to take more credits, you must fill out an Additional Credit Request form and submit to the director. All credits above 35 credits must be approved by the director.
7. Coordinate Individualized Educational Plans and services for special needs students with the Special Education teacher. The teacher is required to schedule student's appointment on days the Special Ed Teacher is at the site. Written approval from the Director is necessary if student is unable to come on that day.
8. Adhere to the accommodations on 504 Plans (when applicable)
9. Use program-adopted textbooks (recommended text book lists). Submit requisitions to the Machado Office if you are unable to locate books at other sites.
10. Adapt, develop, and utilize technology/multimedia or different learning styles/modalities for students during instruction.
11. Work with Core teachers, the director, and/or FCSS coaches for intervention strategies, ideas for projects/assignments, etc.

Assessment of Student Progress:

1. Evaluate student work assigned; give grades/credits.
 - All students are to be graded with standard A-F grades.
2. It is required that a progress report be sent home at the end of every quarter (see 2023-2024 WPCA Calendar).
3. Monitor students' learning progress through evaluation of regularly scheduled assignments along with periodic assessment (during each LP) of student knowledge.
4. Administer the required adopted curricular assessments, (Renaissance) STAR Math and Reading, and other assessments as necessary.
5. Use data from benchmarks, SBAC, CAASPP, and other summative & formative assessments (i.e. chapter tests, quizzes, etc.) to drive instruction and each student's course of study.
6. Assist each family in understanding the importance of SBAC testing (or similar norm referenced tests) and facilitate each student's opportunity to take this annual exam.
7. Teachers are not to meet with more than one student (at-a-time) on State mandated testing days.
8. Assist in proctoring State required tests (i.e. SBAC, CAASPP, & Physical Fitness tests).

Record Keeping

1. Collect student work samples weekly.
2. Collect student work, PE Logs, and Weekly Activity Logs weekly, and submit them at the close of Learning Period. Make arrangements with office staff if you are unable to submit paperwork on the due date.
3. Attendance sheets must be filled out accurately and submitted by due dates.
4. **Attendance Guidelines:** These percentages represent the percentage of assignments completed in a given learning period:
 - 70-100% work completed 100% attendance
 - 50-69% work completed 80% attendance
 - 30-49% work completed 60% attendance
 - 15-29% work completed 40% attendance
 - 5-14% work completed 30% attendance
 - 0-4% completed 0 days attendance
5. Revise Master Agreement as needed (and get required signatures). Master Agreements must match with courses on Report Card and Monthly Assignment sheets.
6. Maintain a weekly student sign-in sheet.
7. Submit your calendar with your scheduled appointments to the Charter Director monthly.
8. Keep accurate records of the books you issued to students, using Textbook Tracker. Let the I.T. department know if you have any issues with the program on your laptop.
9. If a student turns in work late you have a 1 week extension on that student's paperwork. Please notify the office of the late paperwork.

Report of Missing Assignment(s) & Notification Guidelines:

1. RMAs and Notifications must be filled out completely.
2. Make every attempt to make contact with the parents/guardians before submitting the form.
3. If you are unable to make contact, please explain this on the form.
4. E-mail RMAs and Notifications to the Charter Director and Casandra.
5. Originals are to be submitted to the Machado Office.
6. Only 1 RMA/Notification (write-up) per form—Please do not check 2-3 RMAs on same form.
7. On 2nd RMA, either a counselor or the director will call home. In addition, a letter will be mailed home notifying the parents/guardians of the issue (and

that their student is likely to be dropped from the program upon receiving a 3rd RMA).

Drop Procedures (DISCUSS/COMMUNICATE ALL DROPS WITH Administration and Registrar)

1. When a student is dropped or exits the program, it is the responsibility of the teacher to submit a completed Change of Status form and collect all books and or devices.
2. The teacher completes a report card and submits along with a Change of Status form to Machado Learning Center.
3. **Teacher Disables student from Report Writer/Pathways**
4. Office will send a letter to parents notifying them of the drop and requests the return of books or payment for books
5. At the end of school year teachers are required to submit a drop (Change of Status form) for all graduates and students they know are not returning in the fall.

Charter Attendance:

The "non-seat" program follows the education code defining "non-seat" programs. Every student in WPCA is required to meet a minimum of one hour per week (1.5 hours per week if they are 2 or more grade-levels behind in ELA and/or Math). The purpose of attendance is to record a student's presence and involvement in the West Park Charter Academy (WPCA) program. Unless the program has identified other needs that require more attendance time; or in special cases, an approval from the Charter Director may articulate and communicate other conditions of attendance aligned with the parameters of the program philosophy, charter provisions, and the education code regulations. Attendance generates the revenue for which the program operates.

Attendance records serve as official documentation, which are signed by a teacher verifying attendance. Changes in the attendance record are allowed through an amended addendum signed by the teacher to reflect accuracy of student involvement. Teachers will sign the attendance sheet a second time if a change has been made.

A student being transferred from one teacher to another requires attendance review between the teachers (or the teacher with the Charter Director or designee) to best verify attendance records.

Adjunct Duties

1. A sign-up sheet will be available at the beginning of the school year for adjunct duties such as WASC Committee, 8th Grade Promotion & Graduation Committee, Curriculum Committee, Faculty Advisory Committee, etc.
2. All teachers are required to attend our 8th grade and high school graduations as well as participate in WASC activities/meetings.

Core Teachers

Core teachers have these additional assignments:

- Ensure that students are successfully completing core subject requirements and sign-off on work samples (each Learning Period).
- Make sure teachers are aware of where to find the Common Core State Standards, both in text and digitally.
- Prepare the student and teacher syllabus with the expectations of their subject area courses.
- Create and share supplemental materials as needed to address the CCSS.
- Attend workshops/conferences in core subject area, and share information with colleagues.
- Be an active participant in the curriculum committee.

Transportation to Conferences/Workshops

1. Teachers & Staff who are attending an approved workshop/conference must complete and submit a Vehicle Request Form to the District Office.

Work Permits

1. Teachers cannot issue work permits
2. Teachers may give the student the Statement of Intent to Employ a Minor form that needs to be filled out by the student and the employer.
[STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR A WORK PERMIT-CERTIFICATE OF AGE](#)
3. When the student returns the Statement of Intent to Employ a Minor form, Casandra (or another Machado Office staff member) will issue the actual permit.
4. Students must have a minimum GPA of 2.5 to obtain a work permit.

Credentials

Independent Study Teachers must possess a current Single Subject and/or Multiple Subject Credential. Teachers are responsible for ensuring that the following requirements are met, if applicable:

- ❖ ***Preliminary Credential:*** Following the ESSA guidelines, teachers are responsible for completing Clear Credential requirements.
- ❖ ***Clear Credential:*** Teachers are responsible for completing professional growth requirements for credential renewal. Contact Human Resources with any questions pertaining to credentialing.

Professional Growth

All certificated staff members are responsible for continued professional growth. Opportunities for classes, conferences, and workshops will be announced throughout the school year. Please submit a Conference/Workshop Attendance Request form at least 30 days prior for out-of-town events, and at least 2 weeks prior for local events. In addition, professional growth opportunities will be offered throughout the school year through the County Office as well as curriculum/program trainings.

Demonstrating professional growth may include but are not limited to:

- Addressing the Common Core State Standards (during instruction)
- Addressing the Math Practices (during instruction)
- Learning plan preparation
- Use of/implementation of technology
- Strategies for working with individuals and small groups
- Strategies for working with all students (i.e. at-risk, Special Education, 504, etc.)

Evaluation

Each Independent Study Teacher and Counselor will be evaluated once during the year unless concerns are identified. The evaluation will be conducted collaboratively with the Dean of Students. It will be based on California Standards for the Teaching Profession and the California Standards for School Counselors. The following items are also considered:

- Timeliness & accuracy of records (student attendance, learning plans, monthly assignment sheets, etc.)

- Quality of program/documentation of student records (neat, thorough, individualized, etc.)
- Completion & use of data (Target Meeting forms, Benchmark Review Forms, Benchmark Hand-Scoring, Chapter/Unit test data, quizzes, etc.)
- Adherence to credential and professional development requirements
- Attendance & participation at required meetings

HUMAN RESOURCES

See Human Resources Packet for policies regarding:

Employee Conduct, Employee Discipline, Outside Employment, Solicitation and Distribution, Compliance Procedures, Dispute Resolution, Equal Employment Opportunity, Harassment, and Sexual Harassment.

Non-Tenured Status

WPCA Independent Study teachers & counselors fall under the "At-Will" Status.

"Non-Tenured" Definition of Employment:

"Non-Tenured" is defined as a willingness to accept and agree to the conditions put forth or described in an agreement.

"Non-Tenured" employees in the West Park Elementary School District seek to have and maintain protections for employees that are aligned with basic California Labor Law and practical to the function of employment within the charter program.

Therefore:

"Non-Tenured" employment in the West Park Charter Academy provides three essential conditions of employee release:

1. Budget constraints:

When the budget cannot finance all employees, layoff and contract adjustments need to be determined. This will be done on an individual basis during the school year with the following considerations:

- i. Student need (including caseload)
- ii. Teacher qualifications
- iii. Job performance

Common practice for these conditions (budget constraints from year-to-year), are reviewed program-wide from year-to-year during budget planning for annual budget projections at the end of each year. Annual practices for reduction of certificated staff are not restricted to March 15th notices. The stated conditions above are the determinants for annual re-hire.

2. Enrollment Increase

When enrollment increases exist above the staffing capacity, increase of teaching staff will first be offered to part-time teachers willing to work full-time—unless teacher qualifications do not align with student needs. If there is not a student waiting list and the administration has determined a need for support for resource development, then that support must be identified and the teacher will be assigned to such a role until such time students are added to reach a full caseload, or the assignment is completed.

3. Unacceptable Job Performance and/or Practice

Administration will follow the F.R.I.S.K. model/process to determine performance concerns:

- Verbal Warning
- Written Warning
- Written Reprimand

Plan of Improvement—This may result from more than one incident or condition. A plan of improvement requires - a time frame, monitoring, and reassessment. These steps will be discussed and reviewed with the employee by the supervising administrator.

If a teacher/certificated employee demonstrates or is proven to have illegal practices (public and/or Ed Code violations) or questionable practices not supportive of their representation of West Park Charter Academy, it will result in contract termination.

If a teacher/certificated employee lacks skill in the use of a tool or content area; a training plan for improvement may be assigned. If improvement is not demonstrated, then termination will result.

Compensation

Full-time teachers and counselors will be placed on the West Park Elementary School District Certificated Salary schedule.

Health benefits are required for all full-time employees

Payday is the last working day of each month.

Voluntary Resignation

While the West Park Charter Academy and the employee will mutually benefit from continued employment, it may become necessary for an employee to leave their job with the school. If an employee anticipates having to resign from their position with West Park Charter Academy, it is expected that the director and Human Resource department be given at least a two week courtesy notice, in advance of the date of leave.

Dismissals

West Park Charter Academy reserves the right to terminate the employment of any Independent Study employee any time for reasons it deems prudent.

Employees are expected to meet standards of performance, attendance, behavior, and to adhere to the District's policies and procedures. Failure to maintain these standards and/or violations of policies and procedures may result in disciplinary action up to and including termination of employment.

DISTRICT POLICIES & PROCEDURES

Advertising

Written approval must be obtained for all advertising or promotional media, including newspaper advertisements, audio or videotapes, posters or fliers, and other such promotional means. Approval will be provided through the District Office. Any public or private advertising for student enrollment will be done through the District Office. West Park Charter Academy's name, trademarks, and logos are the Charter's property and may not be used in any manner, including the reproduction, advertising, voicemail and/or email without prior written consent from the Charter.

Audio-Visual Equipment

The I.T. department oversees all audio/visual and technology equipment. Arrangements for checking out and use of digital cameras, devices, etc. are made through this department. Forms for usage include date needed, return date, equipment needed, location where equipment will be used, and any other pertinent information.

Campus Facilities

The following procedure is followed by all I.S. Teachers regarding small group or classroom type instruction: The use of ANY facility on the West Park campus requires the completion of a facilities use request and prior approval of the Superintendent and/or Director.

Confidentiality

As a certificated employee of West Park Charter Academy, you are privileged to important, confidential student information. All student and Charter School lists, services, products, student records, plans, reports, marketing, expansion, technology, and processes of the program are valuable, special, and unique assets of the Charter Academy. It is critical to treat confidential student information with the sensitivity required by law (Per FERPA).

Conflict of Interest

To maintain high standards of conduct, West Park Charter Academy asks that employees avoid any actual, potential, or apparent conflicts of interest in dealing with students, parents, vendors, or fellow employees that could affect or impair performance of job duties.

Computers

All full-time certificated employees are issued a laptop and iPad. Maintenance and repairs are referred to our technology department, and any loss of and/or damage to the devices will be at the expense of the employee.

Internet & E-Mail

Certificated employees are required to have Internet and e-mail services to communicate with staff members as well as students and vendors. E-mail addresses (Gmail accounts) are provided by the district. All e-mails will be sent to that address. You are required to read, understand, and adhere to all aspects of

the Electronic Use Policies. Please contact Mr. Randy Randolph if you have any questions.

WiFi Passwords

WiFi passwords for each learning center are used for a variety of online services. These passwords are confidential and are not to be given to anyone else (i.e. students, parents/guardians, family members, friends, etc.). Giving a password to another person may result in termination of employment.

School Map & Safety Plan/Evacuation Drills

See the West Park Elementary School District Safety Plan Handbook.

Clubs and Organizations

Clubs and organizations using the "West Park" name must first receive prior permission from the District Office. Clubs and organizations may be school-based (i.e.: PTC, Migrant), extra-curricular (i.e.: soccer, folkloric), or co-curricular (i.e.: Student Council, Band, Book Club, etc.).

Communication

Successful working conditions and relationships depend upon successful communication. Certificated employees need to be aware of changes in procedures, policies, general information, and also need to communicate ideas, suggestions, and/or concerns.

Information will be disseminated at staff meetings and/or placed on Charter office bulletin boards. Awareness of the approved methods of communication, including this handbook, bulletin boards, discussion with the management team, memorandums, staff meetings, newsletters, training sessions, emails, and internet websites is expected. Official changes will be in writing.

Student Injury

All student accidents/incidents must be reported to the Machado Office as soon as possible. If necessary, a phone call home will be made to notify parents/guardians or to alert them to the accident/injury. Student Accident Report forms are kept at each site and must be filled-out by the student's teacher and/or counselor (and submitted to the Director immediately after the incident).

DRESS CODE

The Staff recognizes the importance of positive role models for the students of West Park Charter Academy. The guidelines for appropriate dress include:

- All clothing shall be neat, clean, and acceptable in repair and appearance.
- Dress will be within the bounds of decency, modesty, and good taste as appropriate for school.
- Garments shall be sufficient to appropriately conceal undergarments at all times.
- Employees who interact with the public should be mindful of the appropriateness of their apparel and overall appearance.
- Professional dress is greatly appreciated!

PROFESSIONAL DRESS (Monday-Thursday):

- Dresses, skirts, slacks, or pants (without holes and or frays).
- Sweaters - non revealing tops - plain or decorative.
- Denim/Jean (with Staff T-Shirts/sweater/blouse/collared shirt) can only be worn on Fridays
- Collared School Logo Shirts May Be Worn Anytime (paired with slacks/dress pants/khakis).

If a special activity or environmental change requires special needs, these needs should be communicated to (or from) the Superintendent.

UNPROFESSIONAL DRESS:

Revealing (low cut) tops and dresses

Halter tops

Bare midriff

See-through outfits

Off shoulder

Spaghetti straps

Sweat pants/lycra shorts or pants/shorts (except for PE)

Dresses, skirts, skorts, or split skirts, more than 4" above the knee

T-shirts (i.e. team logos, bands, concerts, etc.)

Clothes that fit inappropriately

Fashionable torn clothing

Flip Flops

EXTREMES IN FASHION AND LEISURE ACTIVITY CLOTHING SHOULD BE RESERVED FOR WEAR DURING NON-WORK TIME. PLEASE USE YOUR BEST JUDGMENT WHEN SELECTING APPAREL FOR THE WORK DAY. IF IN DOUBT, DON'T WEAR IT!

PROFESSIONAL CONDUCT

"Professional Conduct" is often referenced when addressing concerns and issues. In an attempt to be "pro-active," we are defining conduct expectations for educators.

Professional conduct for educators are those conditions that reflect on the ability to work towards consensus or understanding, cooperate in accomplishing the tasks of educating students, not disrupt the process of educating students, meeting timeline obligations, assuring the rights of students to receive appropriate materials, represent the educational program with appropriate dress and presence, communicating effectively with parents, not expressively antagonizing others, deciphering the gauging of social conditions, being flexible with educational appropriate ideas that are not of one's social or cultural background, and understanding the terms of respect (not raising one's voice unnecessarily, not demeaning others or being sarcastic or joking, or ask colleagues or students to join in efforts or conducts of an illegal nature). The terms of sexual harassment apply to all employees and training should be completed annually by all employees. If there are areas not covered in this passage, and are questionable to you as an individual, contact Human Resources to review its content.

Grievance Summary

Purpose:

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problem(s), which may arise from time to time affecting the welfare or working conditions of a teacher. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

Nothing contained herein will be construed as limiting the right of any teacher having a grievance to discuss the matter informally with any appropriate member of the administration, and to have the grievance adjusted without intervention by a

teacher representative, provided that the adjustment is not inconsistent with the terms of this agreement.

Since it is important that grievances be processed as rapidly as possible, the time limits specified at each level should be considered to be the maximum, and every effort should be made to expedite the process. The time limits may, however, be extended by mutual agreement.

In the event a grievance is filed at such a time that it cannot be processed through all the steps in this grievance procedure by the end of the school year and, if left unresolved until the beginning of the following school year, could result in harm to an aggrieved person, the time limits set forth herein may be reduced with mutual consent of the parties so that the procedure may be exhausted to the end of the school year or as soon as practicable.

Complaints must be put into writing as to secure accuracy of conditions. The complainant has six months from time of the incident in which to initiate a written complaint (AR 1313.3 (a)).

Procedure:

Informal level: the grievant shall consult with a peer/colleague to identify the case as it relates to the agreement and to review the steps to be taken.

If grievance is sought, then the grievant has fifteen (15) working days after the occurrence of the action or omission giving rise to the grievance to attempt to resolve it by an informal conference with the "grievant" immediate supervisor.

Level 1: failing to resolve the difficulty through informal means, the grievant may within ten (10) working days from the informal conference register a formal grievance. The grievance shall be in writing, on forms approved by the parties to this agreement, with copies to the human resource personnel, the immediate supervisor, and the Superintendent, stating the following:

1. Statement of grievance listing the specific action and events alleged to violate this agreement and the provisions violated;
2. Steps taken to resolve differences through informal means;

3. Steps the grievant recommends the District take to remedy the grievance.

The immediate supervisor shall communicate a decision in writing to the grievant with a copy to the Superintendent and the Human resource personnel within the ten (10) working days after receiving the grievance.

Level 2: In the event the grievant is not satisfied with the decision at Level 1, he/she may appeal the decision to the Superintendent or his designee within ten (10) working days after receiving the Level 1 decision. The written appeal shall contain the following:

1. A copy of the original grievance;
2. The decision rendered at Level 1; and
3. A clear concise statement of the reason(s) for the appeal.

The district Superintendent or his designee shall confer with the grievant and shall communicate a decision in writing to the grievant, with a copy to the human resource personnel and the immediate supervisor, within ten (10) working days after receiving the appeal.

Level 3: In the event the grievant is not satisfied with the decision at Level 2, then an agreement for mutual conciliation will be made between the teacher and the Superintendent in the form of an agreed arbitration process. All costs will be borne equally by the grievant and the District. All other costs will be borne by the party incurring them.

DISCRIMINATION/ GRIEVANCE OF EMPLOYMENT COMPLAINT PROCESS

Typically - issues and concern between two individuals should be worked out at the lowest level of the program through discussion and reaching understanding. If the issue is not resolved or the act is of a legal nature, then the attached form should be enacted.

1. Complete and Submit form (board policy allows six calendar months of receiving a complaint from the initial incident) to site administrator or human resource office.
2. Expect response of receipt within ten working days.
(Investigation is initiated within these ten working days).
3. Upon completion of investigation and resolution; communication for closure will follow within ten working days of final action. (To protect due process for each person involved, actions taken will not be divulged openly by district).
4. Follow-up. The district may do a follow-up of reported conditions after resolve.

**West Park Charter Academy
West Park Elementary School**

DISCRIMINATION/ GRIEVANCE OF EMPLOYMENT COMPLAINT FORM

Directions: Please provide the information requested.

Name

Last Name _____ First Name _____

Address

Street _____ City _____ Zip Code _____

Home Telephone _____ Work Telephone _____

Name of the person(s) who committed the alleged discrimination in employment act(s) _____

Discrimination in employment was related to:

- _____ Recruitment Selection (Vacancy No. _____)
- _____ Promotion Compensation
- _____ Training
- _____ Termination
- _____ Other (Inappropriate conduct/Sexual harassment/ etc.)

Describe the alleged discrimination or grievance in employment act(s)--specify time, place, nature, participants in and witness(es) to the alleged discrimination in employment act(s).
(Attach written information if necessary).

Include other pertinent information which may assist in the investigation and resolution of the complaint:

Discrimination/Grievance in Employment Complaint Form

Complainant's suggested remedy for resolution of the complaint:

Date _____ Signature _____

Release Waiver (Optional)

Confidentiality: Use of your name and information in this complaint will be limited to our investigation only. This information will be released to the public at large only if you sign the release.

Release Waiver: I give my permission for my name and information included in this statement to be released to the public.

Date _____ Signature _____

RECORD KEEPING REQUIREMENTS

MASTER AGREEMENT

1	<p>"Beginning Date:" for previously enrolled students <u>must be the first day of the semester</u> Note: For students who enrolled after the semester began, their <u>beginning date will be the date the Semester Learning Plan was signed.</u></p>
2	<p>"Ending Date" must be the <i>last day of the semester.</i>(Check school calendar)</p>
3	<p>"Contract Term" must be the current semester (Fall or Spring)</p>
4	<p>"Year" must reflect the appropriate school year</p>
5	<p>"Classroom Option" field should reflect the school the student would attend if not attending here.</p>
6	<p>Any courses assigned during the semester must be on the printed version of the Master Agreement Note: If more credits are assigned for a specific course than what is indicated on the Master Agreement, the course value must be changed and the M.A. must be reprinted and signature page must be resigned.</p> <p>Example: You originally said that Student A would do 5 credits of English 9, but it turns out that they are going to do 10 credits. The M.A. must reflect this. If not, apportionment cannot be claimed for any credits attempted above what the Master Agreement says.</p>
7	<p>"Meeting Information" should include the following: "One on One" Frequency = Weekly Location = Appropriate Campus (Example: Hanford) "Day" and "Time" = <i>student's scheduled day and time.</i></p>
8	<p>Supervising Teacher, Student, and Parent (when applicable) must sign on the correct line of the Master Agreement and Acknowledgement Form and date them <i>on or before</i> the "beginning date" as noted on page 1 of the Master Agreement. Ink must be used, no pencil. Note: The supervising teacher's signature must never be dated before the parent's/student's signature</p>
9	<p>The Substitute Teacher must sign the Master Agreement and Acknowledgement form on the "other" signature line and date it with the day they saw the student. a) The Substitute should only sign the Master Agreement and Acknowledgement forms <i>once per semester</i>, even if they have seen the student more than once.</p>
10	<p>When a student changes teacher, the new supervising teacher must sign on the "New Supervising Teacher" line (on both Master Agreement and Acknowledgement Form) with the appropriate date.</p>
11	<p>At the end of each semester, new Master Agreements for previously enrolled students must be printed, signed by teacher, parent, and student and returned by the 1st day of the new semester.</p>

WORK SAMPLES (Tests and HW) and Work Records (Student Assignment/Work Report/Work Summary Report)

1	Include some form of written evaluation or comment on each sample of homework accepted. Grade, Initial and Date each sample.
2	Include the student's first name, last name, course name, and module number <i>on both homework sample and test.</i>
3	<p>Fill out the apportionment samples completely and correctly on both the homework and the test.</p> <ul style="list-style-type: none"> a. Work Samples and Tests must have the supervising teacher's initials. b. All work samples and tests must be dated with the last day of the learning period in which they were assigned. ** If a student withdraws, drops or graduates in the middle of a learning period, work samples and tests should be dated with that WD, Drop or Grad date. c. The sum of apportionment written on the attendance form for the current Learning Period <i>must equal the value of completed work as indicated on the Student Assignment & Work Record, Work Summary Report, and on the Daily Learning Log.</i> d. Tests must have the appropriate test score written on them.
4	All tests and homework <i>must be turned in and evaluated</i> by the last day of the learning period from which they were assigned. (District policy allows a 6 day grace period)
5	Work Summary Report <i>must be printed</i> and should reflect <i>correct courses, assigned modules, and test scores, and should match information on Student Assignment and Work Record.</i>
6	<p>Student Assignment and Work Report must be printed, completed, and correct.</p> <ul style="list-style-type: none"> a) Apportionment written on Student Assignment and Work Report must match what is shown on the Work Summary Report, Daily Learning Log, and attendance sheets. b) All modules turned in must be listed. c) A module must be listed on the Student Assignment and Work Report: <ul style="list-style-type: none"> 1) If it was turned in and accepted for apportionment 2) If full apportionment for the Learning period was NOT granted and absences given because this certain module was not turned in. <ul style="list-style-type: none"> a) In this case, the module should be listed on the synopsis and crossed out with an explanation, just as before. d) Every student must have work assigned to them every learning period regardless of attendance, and therefore must have a Student Assignment and Work Record printed even when no work or tests were turned in.

	NOTE: If a student has not turned in their Master Agreement, the Student Assignment and Work Record should not be printed.
7	If a student enrolls in the middle of a Learning Period, the starting date of that Learning Period must be changed in the "Info" tab on Report Writer to show the enrollment day as the first day of that learning period. It will show up on the assignment and work record as "Date Assignment Made."
8	Teachers must assign adequate work for a student to receive full apportionment in a Learning Period.
9	No comments are necessary for modules no matter how apportionment was given. However, any time a module is assigned and will span multiple learning periods, it must be specifically noted in the comments section as such. Handwritten comments are not acceptable in this case.

MISCELLANEOUS

1	Completely and properly fill out the RMA whenever applicable. RMAs must always include the teacher's signature and the date and time of contact.
2	NEVER use whiteout on any auditable record. Changes should be lined out in ink and initialed.
3	Student changes to a new supervising teacher must be approved by the I.S. Administrator.
4	If a student ends his/her enrollment (via withdrawal or drop) and then re-enrolls or reinstates within the same Learning Period, two separate records must be created for that Learning Period: <ul style="list-style-type: none"> a) Two separate Student Assignment and Work Records must be printed reflecting both the time until the WD date and the time after the Re-enrollment Date. NOTE: Apportionment days must match the days on the Student Assignment and Work Records. b) A new Master Agreement must be printed, signed, and dated with the appropriate date.
5	The attendance for each of our students must be accurate on the attendance sheets

PARENT/STUDENT RESPONSIBILITIES

Enrollment

Student's age five (5) by December 1, through graduation from high school may be enrolled in the charter school. Students may be enrolled in only one public school at a time. Dates on the completed enrollment form must reflect accurate attendance facts. An inter-district transfer is not necessary to enroll in the charter school. However, parents must withdraw their student from any other school after enrolling in the charter.

The effective enrollment date is the date the Master Agreement is signed.

Parent Responsibility

Parents are instrumental in the success of their children's education. Parents, working together with the Independent Study Teacher (IST), are the co-facilitators in their children's program. When parents act as co-facilitators, they may rely on the IST/Counselor for many services that will enhance the student's learning experience. ISTs and counselors will work closely with parents to ensure:

- Parents understand that the IST will provide up to one and a half hours of instruction/meeting time to the student each week.
- The IST will provide the student a clear set of learning activities for the balance of the learning period following instruction/meeting time.
- Parents understand they are partners in learning and must monitor and record the learning activities of their students, (i.e. share specific activities that happened during the scheduled learning period).
- A mutually agreed upon contract and a schedule for frequency of meetings is completed and included with the initial application.
- Development of the student's semester learning plan through identification of clear learning objectives and goal is completed.

Professional Support to Parents

Each family and student is assigned to an Independent Study Teacher (IST). This person is responsible for completing required paperwork and documentation for each student, academically advising and counseling both parents and students, and conducting any research a family might need. The IST is the main liaison between the program and the family and should be the primary source of information. Communication between families and ISTs occurs through weekly meetings,

E-mail and telephone calls. ISTs meet with their students at their respective learning center (either Fresno or Hanford).

These weekly meetings provide an opportunity for the parent/guardian to ask questions, as well as allow the IST to provide high quality instruction, share targeted teaching strategies/best practices, and offer support/encouragement to the student.

Student Responsibilities

All students are required to be working and learning in accordance with the annual school calendar (180 days of student contact). The student agrees to complete assignments as stated in the Master Agreement, and agrees to take all State and District Mandated tests. Students will be dropped from the program if students fail to take the State mandated tests.

Report of Missing Assignments / Appointment

A Report of Missing Assignment/Appointment (RMA) shall be issued when a student:

- 1) Misses a scheduled meeting without sufficient justification
- 2) The student did not complete at least 70% of assigned work (in an LP)

RMAs will be kept in student's file and updated in the Student Information System (School Pathways). When a second RMA is issued, a letter from the Director will be mailed to the family. The Director and/or counselor will also make a phone call to inform parents/guardians of the situation. If the student receives a third RMA during the school year, the Director will make a decision regarding the student's continued enrollment in the program.

Student Withdrawal

ISTs should use regularly scheduled meetings (formal & informal) with the Director to discuss learning opportunities and options for their students. Through collaboration with the District Office, the Director, and/or County Office experts, most student learning and assignment questions can be resolved. Student withdrawal may be recommended by an IST, but will require the approval from the Director.

STUDENT ASSESSMENT

Multiple assessment tools and on-going evaluation of student work is required to determine if students meet prescribed standards. Student work (and not parent/guardian work) is assessed on a continuous basis to help student and family know how well the student is achieving the goals they have set forth.

Work Samples

One of the ways students will exhibit evidence of their learning is through work samples completed and submitted during each learning period.

Work samples are a purposeful, integrated collection of student work that demonstrates a student's effort and progress and/or achievement in one or more areas. This collection shows a student's learning progress over a period of time and is not a random selection of work. The samples communicate what is learned and why it is important.

At the end of each learning period, students will submit work as evidence of their learning. This work encourages "authentic" measurement of learning, and will be kept in each student's file. It is the IST's responsibility to maintain files of work samples from each student for each learning period.

SBAC TESTING

While charter schools are freed from many of the regulations that bind other public schools, California's Charter Schools Act (revised, June 2014) clearly requires charter schools to "meet all statewide standards" and to "conduct the state pupil assessments." These state tests play a major role in measuring the success or failure of our individual charter schools and will have direct influence on the scope of our future programs. Results of these tests are kept on file at the school, and are used to help improve program offerings to children at all levels. Individual results will be kept in the student's confidential file and will be shared with parents/guardians.

It is important to view the various portions of SBAC assessments as learning tools that will help children develop and grow. Test taking is an important skill that helps us develop as life- long learners and enables us to adapt to the world of work. Using the collective results of the assessments will help our school improve programs and focus our efforts to better serve our children and families. Each IST will support students through high-quality instruction, and inform

parents/guardians on how to support their child at home (academically). IST's will assure families that individual results are kept confidential and the results of this test will help in the development of sound and appropriate learning plans.

Transcripts

Transcripts will be generated for all high school students. This transcript will be held at the school office and will be kept confidential.

Retention Conferences

Retention Conferences are held in May, with teachers meeting with parents/guardians who sign the retention or non-retention agreement forms. Retention Conferences take place only after the Student Study Team (SST) has met on one or more occasions together and with parents/guardians.

Promotion - Retention Policy

State law requires each district to prepare and implement promotion and retention policies. In order for a student to be considered for promotion, he/she should:

****Kinder- 8th**

1. Attend school 90% of the days enrolled.
2. Maintain an End-of-the-Year G.P.A. of at least a 2.0.
3. Make satisfactory growth on District's Reading and Math tests (Renaissance: STAR Reading & Math).

****A student not meeting these requirements may be considered for retention.**

****An accelerated student may be considered for accelerated promotion or early graduation if the student meets the following criteria:**

1. Has a G.P.A. of 3.8 or higher
2. Level "4"/Exceeded Standard on the SBAC (ELA & Math) as an 11th grader
3. 4 grade levels above student's current grade level in Reading and Math as measured on the Renaissance Reading & Math test (or 12.9+ in each)
4. Redesignated as Fluent English Proficient (RFEP) if student is an English Learner
5. Student Study Team review (review completion of H.S. requirements)

****High School students** - are given the expected graduation date (4 years) upon first entering high school. Students will automatically roll over to the next grade. However,

the student will remain a repeat 12th grader until the student has successfully completed all required subjects (and met all requirements) for graduation.

Graduation Requirements

West Park Charter Academy's mission emphasizes individualized learning plans and parental choice as the basis of all curricular options leading to student graduation. Graduation requirements, however, are clearly set by the school district. The requirements are included with this handbook (see appendix). It is important that all ISTs become familiar with the high school course catalog. **NO STUDENTS WILL BE ALLOWED TO GRADUATE EARLY UNLESS THEY MEET THE ACCELERATED PROMOTION CRITERIA ABOVE**.**

Testing-Out Students

Below are the guidelines set for testing students out of courses:

1. Students are only allowed to test-out of one course per semester.
2. Students will be given "pass" or "fail" in place of a letter grade for courses.
3. Students will test-out of courses that are:
 - Lower level 9th, 10th, 11th grade courses; not 12th grade courses
 - Students may not test-out of Core courses.

When a student is ready to test-out of a course, "Test-outs" require a fully signed/authorized addendum to the Master Agreement. Please be aware that, going forward, test-outs will not be taken by students until a fully signed addendum is in place. Counselors will need this completed addendum documentation in hand prior to distributing "test-out" materials.

4. the teacher is to contact the counselor and they will assign the students to a test-out day.
5. Communication between the student's teacher, counselor, and parents/guardians is imperative throughout the process.

Lab/Class Day Procedures:

Due to the number of students at each site that are taking lab classes:

- Every effort will be made to allow only students with labs to be scheduled on a particular lab day (i.e. Science, Math, etc.).
- If you schedule other students on lab days, please have them work in your cubicles (quietly). They will not be allowed to work in the lab/classroom area.
- All staff must work together to monitor all students at the learning centers during labs/classes.

Procedures for Students Studying at Sites

Due to the number of students at each site, students at the site must be closely monitored by the teachers to ensure the student is working and not just talking/visiting.

- Please make sure your students are only there when you are there.
- Please monitor the student's work. Check between appointments to make sure they are doing work, and not just socializing. This will give you a chance to help the student if he/she needs help.
- Collect work from them as you monitor their progress. This way, you will have work samples for the students (and they won't slip out with their work and then forget to bring it back).
- Have them check-in with you before they leave and collect all the completed work.

CURRICULUM

The materials West Park Charter Academy has adopted are standards-based and State-approved. Supplemental materials are available for teachers as well. If more books and/or materials are needed, a purchase request is to be completed and submitted to the Machado Office.

Materials

West Park Charter Academy is a public school that strives to uphold parental rights and choice through a customized individualized instruction program for its students. Therefore, the school provides for parental input in assisting to design a course of study for their child directed at meeting local and state standards. Significant use of technology is an integral component of the curriculum delivery system. State law requires that no sectarian (religious) material be requested or ordered.

The school's instructional systems offer traditional and technology-based learning programs allowing for wide differences in student learning styles, abilities, and interests that are difficult to accommodate in traditional school settings.

All materials (textbooks, devices, etc.) must be returned to the students' respective learning center when they are no longer needed by the student, or when a student withdraws from the program, or graduates. Teachers' responsibilities

include assisting with the return of products when their students no longer need or use the product (i.e. use Textbook Tracker to scan-in textbooks).

Parents are responsible for items that are lost and/or willfully damaged, including textbooks, computers, etc. In addition to letters being sent to parents/guardians, home visits may also be made in order to retrieve school materials.

Return of Materials

Materials are to be returned to the each student's respective learning center.

Collection of materials is required in the following circumstances:

- Student withdraws or enrollment is terminated
- Student graduates
- Student has completed use of materials

Computers

Delivery and Set-Up

Students may request a computer for home, if their course of study requires the use of a computer, after they have been enrolled in the program for one semester and have demonstrated adequate/successful progress. High School students enrolled in computer classes and/or keyboarding will be given first priority.

Parents/guardians will have to read and sign a District Laptop/Chromebook check-out form prior to taking a device home.

Computer Return

Students are responsible to return the computer to their respective teacher. If this is not done within 48 hours of the termination of enrollment, a report will be made to the Sheriff's Department.

Supplemental Instruction

Supplemental instruction is provided to enrich core curriculum content.

Instruction will focus on improving and broadening core curriculum content knowledge and skills. Core curriculum is defined as English/Language Arts, Math, Science, and History/Social Science.

Supplemental instruction will be based on the Common Core State Standards. Students may be required to attend supplemental labs (i.e. Biology lab, on-site Math classes, Target Meetings, etc.).

College Courses/High School Enrichment Program

High school students may attend college and take courses/receive high school credit (Dual Credit) after successfully completing one semester with satisfactory grades/attendance at West Park Charter Academy. The college course(s) must:

- Be approved by the Director
- Be academic & rigorous
- Not be offered at West Park Charter Academy
- Be taken during the 2023-2024 school year (see school calendar)

When students take college courses (for Dual Credit), the counselors (Academic & CTE) and ISTs must work together to complete and submit (to the Machado Office):

- A High School Enrichment Program Application
- A Master Agreement (with all classes listed, including college course/courses)
- A course syllabus and/or course description
- Official transcripts within 2 weeks of the course ending

*****Please contact Thuy Tran with any questions regarding documentation/paperwork pertaining to college courses.***

For reimbursement of textbooks, the student must have:

- Earned a "C" or higher in the course(s)
- Submitted a receipt for their book(s)
- Submitted their official transcripts within 2 weeks of the course(s) ending

*****Students who choose to take college courses for college credit will only have to submit a High School Enrichment Program application, and will not be reimbursed for textbooks.***

Field Trips

All field trips will address the Common Core State Standards. Field trips are generally planned by an individual teacher, more than one teacher, and/or a counselor. All pertinent field trip information will be distributed to all I.S. teachers. Also, all field trip paperwork must be submitted to the Machado Office at least 2-3 months in advance. The Director will confirm the approval of each field trip with the teacher(s)/counselor(s) in charge (of the field trip).

Regularly Used Charter Forms

Application Forms:

- ✓ Student Enrollment Application
- ✓ Records Request
- ✓ Proof of Age Affidavit

Semester Forms:

- ✓ Master Agreement
- ✓ K-8 Semester Learning Plans
- ✓ Report Cards
- ✓ Progress Reports

Monthly Forms:

- ✓ Student Sign-In Sheet
- ✓ Appointment Schedule
- ✓ Student Weekly Activity Log
- ✓ Weekly PE Log

Other Frequently Used Forms:

- ✓ Change of Student Status Form
- ✓ Report of Missed Assignments/Appointments
- ✓ Returning Student Form
- ✓ Text Book Checkout List
- ✓ High School Requirement Worksheet
- ✓ Petition for High School Diploma
- ✓ West Park Elementary School District Internet User Agreement
- ✓ District Purchase Request
- ✓ Conference/Workshop Attendance Request
- ✓ Absence Request Form
- ✓ Supply Requisition
- ✓ Personal Expense Claim
- ✓ Vehicle Use Request
- ✓ Request for Additional Credits
- ✓ Student Sign-In Sheets
- ✓ Student Study Team (SST) Referral Form
- ✓ Section 504 Plan Form

