



TACMO Board Meeting - August 19, 2025 Agenda

August 19, 2025 6:30pm - 8:30pm PDT

Sycamore Valley Academy (Multi-Purpose Room) and Blue Oak Academy (Multi-Purpose Room)

In order to ensure that members of the public are provided a meaningful opportunity to address the Board on non-agenda items or agenda items that are within the Board's jurisdiction, non-agenda items may be addressed at the public comment portion of the agenda and agenda items may be addressed at the time the matter is considered by the Board. During the evening, many of the Board members will be speaking on various subjects. It should be noted that each Board member expresses only his/her opinion and not the opinion of the entire Board. Teleconferencing may be used for all purposes in connection with any meeting. All votes taken during a teleconferenced meeting shall be by roll call.

If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent at kaure@theacademiescharters.org and the complete packet will be shared electronically.

This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 and (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

1. OPENING BUSINESS

6:30pm

1.1. CALL PUBLIC SESSION TO ORDER

1.2. ADA ACCOMMODATIONS

- 1.2.1 This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Karin Aure at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should

specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

1.2.2 If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent (kaure@theacademiescharters.org), and the complete packet will be shared electronically.

1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS

1.4.1 General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

1.5. ADJOURN TO CLOSED SESSION

2. CLOSED SESSION

2.1. PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Core Academic Teachers, Enrichment Teachers, Behavior Technician Aides, School Bus Monitors, General Activities Aides, Paraprofessionals, After School Program Aides

2.2. 2.2 PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Certificated Staff

2.3. Conference with legal counsel – ANTICIPATED LITIGATION (Government Code § 54956.9(b) or (c)): 1 case.

3. REGULAR SESSION RECONVENED

3.1. CALL PUBLIC SESSION TO ORDER

3.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

- 3.3. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.**

4. CONSENT AGENDA

4.1. ADMINISTRATIVE SERVICES

- 4.1.1 There are no Administrative Services items to discuss this evening.**

4.2. SUPERINTENDENT'S OFFICE

- 4.2.1 Approval of Minutes of the special board meeting on June 11, 2025, the special board meeting on June 14, 2025, the regular board meeting on June 16, 2025, and the special board meeting on June 18, 2025 (Enc. No. 1)**



[TACMO BOD 06112025 Special Meeting Minutes DRAFT.pdf](#)



[TACMO BOD 06142025 Special Meeting Minutes DRAFT.pdf](#)



[TACMO BOD 06162025 Meeting Minutes DRAFT.pdf](#)



[TACMO BOD 06182025 Special Meeting Minutes DRAFT.pdf](#)

- 4.2.2 Approval of the June 2025 and July 2025 Check Register Reports (Enc. No. 2)**



[TACMO June 2025 Combined Board Check Register.pdf](#)



[TACMO July 2025 Combined Board Check Register.pdf](#)

5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

- 5.1. Proclamation Thanking the SVA PTO and BOA PTO**

6. PROGRAM UPDATE & BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

6.1. Program Update

6.1.1 There are no Program Update items to include this evening.

6.2. Board Development

6.2.1 Ethics Assembly Bill 2158 (Enc. No. 3)

 [AB-2158_Ethics Training_Bill Text.pdf](#)

6.3. TACMO Governing Board Election Committees

6.4. 2025 CSBA Annual Education Conference (AEC) (Enc. No. 4)

 [CSBA Annual Education Conference_landing page.pdf](#)

7. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

7.1. Board Member Report

7.2. Superintendent Report

7.2.1 2025 Preservice Week Overview (Enc. No. 5)

 [2025 Preservice Week_Overview.pdf](#)

7.2.2 2025-26 Year 2 Action Planning Update

7.2.3 2024-25 Whole School Report Cards (Enc. No. 6)

 [2024-25 Whole School Report Card - Trimester 1.pdf](#)

 [2024-25 Whole School Report Card - Trimester 2.pdf](#)

 [2024-25 Whole School Report Card - Trimester 3.pdf](#)

7.2.4 2024-25 EOY state testing preliminary results (Enc. No. 7)

**7.2.5 2025-26 Blue Oak Academy and Sycamore Valley
Academy Family Handbooks (Enc. No. 8)**

 [2025-26 BOA Family Handbook.pdf](#)

 [2025-26 SVA Family Handbook.pdf](#)

**7.2.6 Student Placement Information/Request Form Review
(Enc. No. 9)**

 [Student Placement Information Request Form_2025-26.pdf](#)

**7.2.7 Fiscal Policies and Procedures (BP 12-001) Revision
Recommendations (Enc. No. 10)**

 [Revision of BP-001_ Fiscal Policies and Procedures_Preview.pdf](#)

7.2.8 Board member & Superintendent Introductory Meetings

7.3. Principal Report

**7.3.1 Summer Planning and School Kick Off at Blue Oak
Academy**

**7.3.2 Summer Planning and School Kick Off at Sycamore
Valley Academy**

7.4. Operations Director Report

7.4.1 Summer Planning and School Kick Off at TACMO

7.5. Human Resources Director Report

7.5.1 Summer Planning and School Kick Off at TACMO

7.6. Teacher Representative Report

8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

- 8.1. **There are no Administrative Panel items to discuss this evening.**

9. GENERAL AGENDA

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

- 9.1. **2025-26 Employee Handbook ACTION (Enc. No. 11)**



[DRAFT 2025-26 TACMO Employee Handbook \(rev. 07-2025\).pdf](#)

- 9.2. **BP 24-003 Title IX Coordinator update ACTION (Enc. No. 12)**



[BP 24-003 Title IX Policy \(rev. 08-2025, eff. 07-2025\).pdf](#)

10. ADJOURNMENT

- 10.1. **Request for future Board Agenda items**
- 10.2. **The next The Academies CMO board meeting: September 16, 2025 at 6:30 PM.**

END
8:30pm



TACMO SPECIAL BOARD MEETING

JUNE 11, 2025

Minutes



WEDNESDAY, JUNE 11, 2025

5:30 PM – 7:30 PM PDT

Blue Oak Academy, 28050 Rd. 148, Visalia, CA 93292 (Cafeteria/Multi-Purpose Room)

IN ATTENDANCE:

Donya Ball, Cristina Gutierrez, Marilou Monsivais, Harold Rollin, Alex Tietjen, Craig Wheaton

1. OPENING BUSINESS

1.1. CALL PUBLIC SESSION TO ORDER

Tietjen called the meeting to order at 6:31 PM.

1.2. ADA ACCOMMODATIONS

1.2.1. This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

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1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS

1.4.1. General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There was no public comment this evening.

1.5. ADJOURN TO CLOSED SESSION

Tietjen adjourned to closed session at 7:07 PM.

2. CLOSED SESSION

2.1. PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Superintendent

3. REGULAR SESSION RECONVENED

3.1. CALL PUBLIC SESSION TO ORDER

Tietjen called public session back to order at 7:10 PM.

3.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

No action to report.

3.3. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There was no public comment this evening.

4. CONSENT AGENDA

4.1. ADMINISTRATIVE SERVICES

4.1.1. There are no Administrative Services items to include this evening.

4.2. SUPERINTENDENT'S OFFICE

4.2.1. There are no Superintendent's Office items to include this evening.

5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

5.1. There are no Public Recognition/Proclamation/Action items to include this evening.

6. PROGRAM UPDATE & BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

6.1. Program Update

6.1.1. There is no Program Update to include this evening.

6.2. Board Development

6.2.1. There are no Board Development items to include this evening.

7. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

7.1. Superintendent Report

7.1.1. Year 1 (2024-2025) Strategic Plan Results (Enc. No. 1)

Dr. Ball updated all present with Strategic Plan results for 2024-25.

8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

8.1. There are no Administrative Panel items to discuss this evening.

9. GENERAL AGENDA

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

9.1. Public Hearing for: 2025 - 2026 Budget for Blue Oak Academy & Sycamore Valley Academy (Enc. No. 2)

Dr. Ball reported on the 2025-26 Budget.

9.2. Public Hearing for: Local Control Accountability Plan for Blue Oak Academy (Enc. No. 3)

Dr. Ball reported on the LCAP for Blue Oak Academy.

9.3. Public Hearing for: Local Control Accountability Plan for Sycamore Valley Academy (Enc. No. 4)

Dr. Ball reported on the LCAP for Sycamore Valley Academy.

10. ADJOURNMENT

10.1. Request for future Board Agenda items

10.2. The next The Academies CMO board meeting: June 16, 2025 at 6:30 PM

Tietjen adjourned the meeting at 7:37 PM.



TACMO SPECIAL BOARD MEETING

JUNE 14, 2025

Minutes



WEDNESDAY, JUNE 11, 2025

12:00 PM – 2:00 PM PDT

TACMO Central Office, 1616 W Mineral King Ave. Suite D, Visalia, CA 93291

IN ATTENDANCE:

Cristina Gutierrez, Marilou Monsivais, Harold Rollin, Alex Tietjen, Craig Wheaton

1. OPENING BUSINESS

1.1. CALL PUBLIC SESSION TO ORDER

Tietjen called the meeting to order at 12:00 PM.

1.2. ADA ACCOMMODATIONS

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1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS

1.4.1. General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There was no public comment at this meeting.

1.5. ADJOURN TO CLOSED SESSION

Tietjen adjourned to closed session at 12:01 PM.

2. CLOSED SESSION

2.1. PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Superintendent

3. REGULAR SESSION RECONVENED

3.1. CALL PUBLIC SESSION TO ORDER

Tietjen called the public session back to order at 1:58 PM.

3.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

No action to report.

3.3. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There was not public comment at this meeting.

4. CONSENT AGENDA

4.1. ADMINISTRATIVE SERVICES

4.1.1. There are no Administrative Services items to include this evening.

4.2. SUPERINTENDENT'S OFFICE

4.2.1. There are no Superintendent's Office items to include this evening.

5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

5.1. There are no Public Recognition/Proclamation/Action items to include this evening.

6. PROGRAM UPDATE & BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

6.1. Program Update

6.1.1. There is no Program Update to include this evening.

6.2. Board Development

6.2.1. There are no Board Development items to include this evening.

7. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

7.1. There are no Community Reports to include this evening.

8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

8.1. There are no Administrative Panel items to discuss this evening.

9. GENERAL AGENDA

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

10. ADJOURNMENT

Tietjen adjourned the meeting at 2:00 PM.

10.1. Request for future Board Agenda items

10.2. The next The Academies CMO board meeting: June 16, 2025 at 4:00 PM.



TACMO BOARD MEETING

JUNE 16, 2025

Minutes



MONDAY, JUNE 16, 2025

6:30 PM – 8:30 PM PDT

Blue Oak Academy (Library & Sycamore Valley Academy (Multi-purpose Room))

IN ATTENDANCE:

Mary Aceves, Donya Ball, Shauna Dolin, Cristina Gutierrez, Marilou Monsivais, Corey Morse, Harold Rollin, Staci Soares, Mackenzie Souza, Alex Tietjen, Claudia Van Groningen, Alexis Vance, Craig Wheaton

1. OPENING BUSINESS

Others in attendance: Jennifer Denham, Shelah Feldstein, Cristina Johnson, Meagan Miller, Meagan O'Dell, Rose O'Dell, Stephanie Villarreal, Arturo Villasenor

1.1. ADA ACCOMMODATIONS

1.2. CALL PUBLIC SESSION TO ORDER

Tietjen called the meeting to order at 6:30 PM.

1.2.1. This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

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1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS

1.4.1. General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There was no public comment this evening.

1.5. ADJOURN TO CLOSED SESSION

Tietjen adjourned to closed session at 6:31 PM.

Tietjen adjourned to closed session again at 8:43 PM.

2. CLOSED SESSION

2.1. PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Special Education Aide

2.2. Confidential Student Discipline Matter – Consideration of Potential Expulsion Case No.: 202501 (Government Code § 54957 and Education Code § 48918(c))

2.3. PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for

the position of: Superintendent

3. REGULAR SESSION RECONVENED

3.1. CALL PUBLIC SESSION TO ORDER

Tietjen called public session back to order at 6:45 PM.

Tietjen called public session back to order again at 9:07 PM.

3.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

Tietjen reported the board voted 6-0 to approve the following hires and appointments:

Paraprofessional: SpEd.

Tietjen reported the board voted 6-0 to approve the expulsion panel recommendation.

Tietjen reported item 2.3 was being moved to after public session. No action will be to report.

3.3. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There was no public comment this evening.

4. CONSENT AGENDA

Items 4.1 and 4.2 were deemed approved by general consent.

4.1. ADMINISTRATIVE SERVICES

4.1.1. 25-26 Consolidated Application for Title Funding for Blue Oak Academy (Enc. No. 1)

4.1.2. 25-26 Consolidated Application for Title Funding for Sycamore Valley Academy (Enc. No. 2)

4.1.3. Proposition 28 Arts & Music 24/25 Annual Report for Blue Oak Academy (Enc. No. 3)

4.1.4. Proposition 28 Arts & Music 24/25 Annual Report for Sycamore Valley Academy (Enc. No. 4)

4.1.5. BR 25-003 Education Protection Account Spending Plan and Resolution for Blue Oak Academy for 25/26 (Enc. No. 5)

4.1.6. BR 25-004 Education Protection Account Spending Plan and Resolution for Sycamore Valley Academy for 25/26 (Enc. No. 6)

4.2. SUPERINTENDENT'S OFFICE

4.2.1. Approval of Minutes of the board meeting on May 20, 2025 and the Special Meeting on May 30, 2025 (Enc. No. 7)

4.2.2. Approval of the May 2025 Check Register Report (Enc. No. 8)

4.2.3. Donation Recognition (Enc. No. 9)

4.2.4. Monthly Attendance Reports for BOA and SVA (Enc. No. 10)

5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

5.1. Proclamation Honoring the Service & Dedication of Dr. Donya Ball

Tietjen read aloud the proclamation honoring the service & dedication of Dr. Donya Ball.

6. PROGRAM UPDATE & BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

6.1. Program Update

6.1.1. Student Cell Phone and Smart Watches

Family handbook language for 25/26 has been updated based on staff, student, and board input.

1. Phones may be stored in a designated classroom location.
2. Fourth offense added- The student will be placed on a cell phone/smart watch violation contract.

AB 3216 will be presented to TACMO board for approval prior to July 1, 2026.

Dr. Ball reported the changes being made to the language in the Family Handbooks. She recommended waiting until the end of the 2025-26 school year to ratify a Board Policy after implementing the existing procedures with fidelity. The deadline for the policy to be approved is July 1, 2026.

6.2. Board Development

6.2.1. There are no Board Development items to include this evening.

7. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

7.1. Teacher Representative Report

7.1.1. Introduction of 25/26 Teacher Representatives

Dr. Ball introduced Arturo Villaseñor as the 2025-26 teacher representative for Blue Oak Academy and Janell Geiger, who will remain the teacher representative for Sycamore Valley Academy for the 2025-26 school year.

7.2. Human Resources Director Report

No report this evening.

7.3. Operations Director Report

7.3.1. 2025 TACMO Alumni Scholarship Award Recipient

Claudia Van Groningen presented the 2025 TACMO Alumni Scholarship Award to Megan O'Dell.

7.4. Principal Report

7.4.1. CARE4 Trimester 3 Update for Blue Oak Academy (Enc. No. 11)

Alexis Vance reported, noting increased involvement of the campus community. She noted a second behavior tech aide is being added for prevention purposes.

7.4.2. CARE4 Trimester 3 Update for Sycamore Valley Academy (Enc. No. 12)

Mackenzie Souza reported, noting a decline in behavior incidents. She discussed incentives which are motivating students to exhibit positive behaviors on campus.

7.5. Board Member Report

Aceves: Nothing to report

Gutierrez: Nothing to report

Monsivais: Nothing to report

Tietjen: Nothing to report

Wheaton: Reported it is good to be back at the meetings.

Rollin: Reported attending the promotion ceremonies for both schools.

7.6. Superintendent Report

7.6.1. Annual TAPTO Meeting

June 19, 2025

Dr. Ball reported the upcoming meeting date and time. She stated the TAPTO Board members would like to separate SVA PTO and BOA PTO under two tax IDs so they can function independently.

8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

8.1. There are no Administrative Panel items to discuss this evening.

9. GENERAL AGENDA

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

9.1. 2025 Local Control Accountability Plan Local Indicators for Blue Oak Academy (Enc. No. 13)

Dr. Ball presented the LCAP information for Blue Oak Academy.

9.2. 2025 Local Control Accountability Plan Local Indicators for Sycamore Valley Academy (Enc. No. 14)

Dr. Ball presented the LCAP information for Sycamore Valley Academy.

9.3. 2025 Local Control Accountability Plan for Blue Oak Academy (Enc. No. 15) ACTION

Dr. Ball presented, stating there have been no changes since public hearing last week. Gutierrez moved to approve the 2025 Local Control Accountability Plan for Blue Oak Academy & the 2025 Local Control Accountability Plan for Sycamore Valley Academy; Aceves seconded; Approved 6-0.

9.4. 2025 Local Control Accountability Plan for Sycamore Valley Academy (Enc. No. 16)

ACTION

Approved with item 9.3.

9.5. Approval of 2025-26 Budget for Blue Oak Academy and Sycamore Valley Academy (Enc. No. 17) ACTION

Megan Miller of EdTec presented two versions presented comparing 3% and 2.3% COLA increase.

Discussion: Wheaton noted that as a fiscal conservative, he always looks for a healthy fund balance and finds the fund balances to be robust enough to support a 3% COLA increase.

Wheaton moved to approve the 2025-26 Budget for Blue Oak Academy and Sycamore Valley Academy & the 2025-2026 Salary Schedules; Aceves seconded; Approved 6-0.

9.6. 2025-2026 Salary Schedules (Enc. No. 18) ACTION

Approved with item 9.5.

9.7. WestEd Renewal for Contract Agreement Nov. 1, 2023 - July 31, 2026 (Enc. No. 19) ACTION

Budgeted and funded from current 24/25 budget as services began prior to 25/26 school year.

Dr. Ball and Shelah Feldstein both presented. Dr. Ball stated this is a renewal of multi-year contract and the invoice was already paid, year two was not brought to the board for approval.

Discussion: Tietjen asked to see the original contract showing it as a multi-year. The original contract as presented in the October 2023 board packet does not indicate a multi-year agreement. Tietjen asked for clarified financial policy regarding Board review and approval of multi-year contract renewal and invoices and asked who will oversee this in the interim during leadership transition. Dr. Ball directed him to TACMO's legal council, YMC for policy clarification and development.

Gutierrez moved to approve the WestEd Renewal for Contract Agreement Nov. 1, 2023 - July 31, 2026; Wheaton seconded; Approved 6-0.

9.8. 2025-28 Agreement for Student Transportation Services with Classic Charter (Enc. No. 20) ACTION

Dr. Ball presented.

Discussion: Sustainability of budget impact of providing transportation to SVA. Tietjen asked if there is a plan to address this by the end of the multi-year contract term. Rollin acknowledged the improvement of the contract terms, Tietjen requested a plan to be presented by SVA administration for how they will address transportation needs at SVA by the end of the three year contract term.

Rollin moved to approve 2025-28 Agreement for Student Transportation Services with Classic Charter; Gutierrez seconded, approved 6-0.

**9.9. Expanded Learning Opportunities Grant Plan for Blue Oak Academy (Enc. No. 21)
ACTION**

Van Groningen presented noting there are no material changes to the plans or program requirements.

Aceves moved to approve the Expanded Learning Opportunities Grant Plan for Blue Oak Academy & the Expanded Learning Opportunities Grant Plan for Sycamore Valley Academy; Monsivais seconded; Approved 6-0.

9.10. Expanded Learning Opportunities Grant Plan for Sycamore Valley Academy (Enc. No. 22) ACTION

Approved with item 9.9.

**9.11. 2025-26 Property Insurance Quote with Glatfelter Public Practice (Enc. No. 23)
ACTION**

Dr. Ball presented noting the increased cost is due to increased payroll.

Monsivais moved to approve the 2025-26 Property Insurance Quote with Glatfelter Public Practice; Wheaton seconded; Approved 6-0.

**9.12. 2025-26 Workers Compensation Quote with Preferred Employers (Enc. No. 24)
ACTION**

Dr. Ball presented noting the increased cost is due to increased staff/payroll.

Rollin moved to approve the 2025-26 Workers Compensation Quote with Preferred Employers; Aceves seconded; Approved 6-0.

10. ADJOURNMENT

Tietjen adjourned the meeting at 8:35 PM.

10.1. Request for future Board Agenda items

Rollin requested to agendize starting the search for his replacement on the board.

Tietjen requested financial policy regarding multi-year contract invoices.

Tietjen requested a plan be presented to address transportation at SVA in the long term.

10.2. The next The Academies CMO board meeting: August 19, 2025 at 6:30 PM.

The 2025-26 Board Meetings will be held in-person at Sycamore Valley Academy's cafeteria/multi-purpose room and on Zoom.



TACMO SPECIAL BOARD MEETING

JUNE 18, 2025

Minutes



WEDNESDAY, JUNE 18, 2025

5:30 PM – 6:30 PM PDT

TACMO Central Office, 1616 W Mineral King Ave. Ste. D, Visalia, CA 93291

IN ATTENDANCE:

Mary Aceves, Cristina Gutierrez, Marilou Monsivais, Harold Rollin, Alex Tietjen, Craig Wheaton

1. OPENING BUSINESS

1.1. CALL PUBLIC SESSION TO ORDER

Tietjen called the meeting to order at 5:30 PM.

1.2. ADA ACCOMMODATIONS

1.2.1. This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

1.2.2. If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent (dball@theacademiescharters.org), and the complete packet will be shared electronically.

1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS

There was no public comment this evening.

1.4.1. General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

1.5. ADJOURN TO CLOSED SESSION

Tietjen adjourned to closed session at 5:31 PM.

2. CLOSED SESSION

2.1. PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Superintendent

3. REGULAR SESSION RECONVENED

3.1. CALL PUBLIC SESSION TO ORDER

Tietjen called public session back to order at 5:39 PM.

3.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

Tietjen reported with five board members present (Alex Tietjen, Craig Wheaton, Marilou Monsivais, Cristina Gutierrez, Mary Aceves) and two board members absent (Sheridan

Blain and Harold Rollin), the board unanimously voted 5-0 to to approve the following hires and appointment: Superintendent.

3.3. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There was no public comment this evening.

4. CONSENT AGENDA

4.1. ADMINISTRATIVE SERVICES

4.1.1. There are no Administrative Services items to include this evening.

4.2. SUPERINTENDENT'S OFFICE

4.2.1. There are no Superintendent's Office items to include this evening.

5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

5.1. There are no Public Recognition/Proclamation/Action items to include this evening.

6. PROGRAM UPDATE & BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

6.1. Program Update

6.1.1. There is no Program Update to include this evening.

6.2. Board Development

6.2.1. There are no Board Development items to include this evening.

7. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

7.1. There are no Community Reports to include this evening.

8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

8.1. There are no Administrative Panel items to discuss this evening.

9. GENERAL AGENDA


Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

10. ADJOURNMENT

10.1. Request for future Board Agenda items

10.2. The next The Academies CMO board meeting: August 19, 2025 at 6:30 PM

Tietjen adjourned the meeting at 5:42 PM.

Combined Board Check Register						 a vertex education company	
School:	TACMO						
Month:	June 2025						
						Total Paid By Check: \$ 382,431.66	
						Total Paid By Credit Card: \$ 29,636.34	
Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount	
Check	9068	A & B Machinery Inc	6/9/2025	Journal #SVAC7650-- Bill #2554--Labor & Parts	Voided	\$ -	
Check	9069	Amazon Capital Services	6/9/2025	Bill #1QXF-RQMQ-RQF1--Supplies Bill #1PVW-KXY1-PDPT--Supplies Bill #1G7J-LXYQ-RXLL--Supplies Bill #1FT6-X7LN-7NDM--Supplies Bill #1RMH-HCGY-RY47--Supplies Bill #1TJH-9YJK-M61R--Supplies		\$ 455.54	
Check	9070	American Fidelity Assurance	6/9/2025	Bill #2507840--Flex Plan Liability Coverage		\$ 504.52	
Check	9071	American Fidelity Assurance	6/9/2025	Bill #D850717--05/01 - 05/31/25 Flex Plan Liability Coverage		\$ 5,639.42	
Check	9072	Cars Plus	6/9/2025	Bill #2025-15--Convention - Non -Member rate Registrants(s): 2026		\$ 1,150.00	
Check	9073	Shauna Dolin	6/9/2025	Bill #053025--Reimb: Staff lunch following MCSOS Edjoin regional training Employee exist package delivery & Mileage		\$ 176.20	
Check	9074	EdTec	6/9/2025	Bill #CINV-00009673--Postage Bill back		\$ 97.11	
Check	9075	Enerspect Medical Solutions, LLC	6/9/2025	Bill #29679--Adult Smart Pads Cartridge for Philips		\$ 294.77	
Check	9076	Cristina Kaviani-Johnson	6/9/2025	Bill #052725--Reimb: Magnets for science day & Publishing student book from YAF		\$ 135.92	
Check	9077	ODP Business Solutions, LLC	6/9/2025	Bill #421396024001--Supplies Bill #422706500001--Supplies Bill #420554374001--Supplies Bill #422979077001--Supplies Bill #424494500001--Supplies Bill #421423878001--Supplies Bill #424481487001--Supplies		\$ 1,152.60	
Check	9078	Pacific Employers	6/9/2025	Bill #18229--Quarterly Membership Dues for HR Services - Quarterly Billing		\$ 297.00	
Check	9079	PowerSchool Group, LLC	6/9/2025	Bill #INV445112--SW-UHC-S-AISS: Attendance Intervention Suite Subscription: 06/30/25 - 06/29/26 Bill #INV446017--SW-SIS-S-SSBHS: PowerSchool SIS Hosted: 07/01/25 - 06/30/26		\$ 16,741.23	
Check	9080	Rick's Vending	6/9/2025	Bill #147222--Materials & Supplies		\$ 29.51	

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.


Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9081	Sign Time	6/9/2025	Bill #92300--8' X 10' Step and repeat polyester backdrop with stand (Blue oak)		\$ 390.60
Check	9082	Self-Insured Schools of California	6/9/2025	Bill #June 2025--Billing Period: June 2025		\$ 73,059.65
Check	9083	Tulare County Superintendent of Schools	6/9/2025	Bill #254035--24 X 24" full color posters Bill #253853--Students Teachers & Counselors : 04/22 - 04/25/25 Bill #253689--Registration Fee for Sycamore Valley Academy: 04/29/25 Bill #254047--Registration Fee for Blue Oak Academy: 05/09/25		\$ 10,460.26
Check	9084	WM Corporate Services Inc	6/9/2025	Bill #4908100-0165-4--Waste Svc : June 2025		\$ 760.54
Check	9085	Megan Charlize O'Dell	6/10/2025	Bill #060625--2024-25 TACMO Alumni Scholarship winner		\$ 500.00
Check	9086	Mallorie Williams	6/20/2025	Bill #June 2025--Stipend to serve as a mentor in the TCOE NTLD Induction Program for SVA teacher Janell Geiger for the 2024-2025 school year. Pay 50% in January and 50% in June		\$ 750.00
Check	9087	WestEd	6/27/2025	Bill #25-1978--Billing Period: 11/01/23 - 07/31/26		\$ 90,000.00
Check	9088	95 Percent Group LLC	6/27/2025	Bill #INV167444--95 Percent Group Tier 2 Phonics Solution		\$ 38,928.42
Check	9089	95 Percent Group LLC	6/27/2025	Bill #INV167415--95 Phonics Core program Classroom Kit Bill #INV167115--95 Percent Group Tier 2 Phonics Solution		\$ 41,528.09
Check	9090	Amazon Capital Services	6/27/2025	-- Bill #1XQ1-WRLC-DNMD--Supplies Bill #14TN-FNLX-DHL9--Supplies Bill #1XGW-94P9-DVG9--Supplies Bill #1C97-WXRX-6QGD--Supplies Bill #1TXF-W66D-DGQ6--Supplies Bill #1L7P-P41F-FJNC--Supplies Bill #1YLK-9NWW-CHCD--Supplies -- --		\$ 862.61
Check	9091	Band Shoppe	6/27/2025	Bill #SI153778--The Amazing Drum Major Baton - Black Shaft Metal & Rubber Dome Blue Cord: 09/23/24		\$ 219.76
Check	9092	Byrdseed,LLC	6/27/2025	Bill #3843--Professional Development License		\$ 399.00
Check	9093	Che'Che's Tropical Snow	6/27/2025	Bill #2025-6--End of the school year activity		\$ 1,335.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9094	Cline's Business Equipment, Inc.	6/27/2025	Bill #261805--Contract Usage charge: 05/01 - 05/31/25 Bill #261463--Contract Usage charge: 04/12 - 05/11/25 & Standard min Charge Bill #261724--Contract Usage charge: 05/01 - 05/31/25 Bill #261536--Contract Usage charge: 04/22 - 05/21/25 & Standard min Charge		\$ 2,817.19
Check	9095	Curriculum Associates LLC	6/27/2025	Bill #90894886--Books & Supplies		\$ 29,400.93
Check	9096	Krystal Eastman	6/27/2025	Bill #053025--Reimb: Mileage		\$ 101.36
Check	9097	Law Offices of Young, Minney & Corr, LLP	6/27/2025	Bill #16812--Legal Svcs thru: 05/07 - 05/30/25		\$ 7,307.50
Check	9098	Stacey Nelson	6/27/2025	Bill #060625--Reimb: Mileage Mailing Exit Package CMO home office fire extinguisher annual recharge & Shipping letter via certified mail		\$ 178.89
Check	9099	ODP Business Solutions, LLC	6/27/2025	Bill #422411632002--Supplies Bill #425213864001--Supplies Bill #424950355001--Supplies Bill #425385369001--Supplies		\$ 911.78
Check	9100	PikmyKid	6/27/2025	Bill #INV-24072--Subscription fee: 08/01/25 - 07/31/26		\$ 2,000.00
Check	9101	Teachers' Curriculum Institute	6/27/2025	Bill #INV136436--EL-SCI-TL-01 Elementary (K-5) Science: Teacher License (1Yr) Bill #INV136435--EL-SCI-TL-01 Elementary (K-5) Social Studies: Teacher License (1Yr)		\$ 2,524.00
Check	9102	The McLennan Group, LLC	6/27/2025	Bill #1087--Preparing LCAP Plan Documents In DTS		\$ 2,443.50
Check	9103	Visalia Unified School District	6/27/2025	Bill #3409--Transportation Charges Due by 06/29/25		\$ 3,997.75
Check	9104	Visalia Unified School District	6/27/2025	Bill #3416--Transportation Charges due by 06/29/25 Bill #3434--Transportation Charges: May 2025 Bill #3428--2024-25 costs associated with the delivery of meals		\$ 16,753.70
Check	9105	Investors Property Management	6/27/2025	Bill #July 2025--TACMO Home Office Monthly Rent		\$ 900.00
Check	DB061025	SoCalGas	6/10/2025	DB061025 - TACMO home office montly gas bill		\$ 31.52
Check	DB061025-1	Samantha Bowman	6/10/2025	DB061025-1 - TACMO home office weekly cleaning		\$ 50.00
Check	DB061125	Southern California Edison	6/11/2025	DB061125 - TACMO hom office monthly electricity bill		\$ 189.48
Check	DB061325	LEAF	6/13/2025	DB061325 - Monthly copier service		\$ 388.48
Check	DB061725	Samantha Bowman	6/17/2025	DB061725 - TACMO home office weekly cleaning		\$ 50.00
Check	DB062025	LEAF Capital Funding, LLC	6/20/2025	DB062025 - Monthly copier service		\$ 211.64
Check	DB062425	Samantha Bowman	6/24/2025	DB062425 - TACMO home office weekly cleaning		\$ 50.00
Check	DB062625	Cardmember Service	6/26/2025	DB062625 - TACMO monthly credit card bill		\$ 26,256.19
Credit Card	9515-8054	Smart And Final Store	6/12/2025	06/05 - Smart And Final Store - Snacks for students		\$ 50.65

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-8054	Component Coffee	6/12/2025	05/21 - Component Coffee - Meeting With Board Chair		\$ 21.95
Credit Card	9515-8054	Left of Center Visalia	6/12/2025	05/21 - Left of Center Visalia - Meeting with board member		\$ 48.40
Credit Card	9515-8054	USPS PO	6/12/2025	06/02 - USPS PO - Mailing Certified mail to VUSD		\$ 18.30
Credit Card	9515-8054	CHEVRON	6/12/2025	06/02 - CHEVRON - Waters for supt. Intervies for TACMo Board		\$ 10.00
Credit Card	9515-8054	FaceBk	6/12/2025	06/02 - FaceBk - Admissions facebook Advertisement		\$ 1.51
Credit Card	9515-8054	FaceBk	6/12/2025	06/02 - FaceBk - Admissions facebook Advertisement		\$ 41.67
Credit Card	9515-8054	Visalia Marriott CC	6/12/2025	06/06 - Visalia Marriott CC - Renting of banquet room for 2-day cabinet retreat		\$ 1,277.63
Credit Card	9515-8054	GrubHub.com	6/12/2025	06/11 - GrubHub.com - Lunch for admin during 25/26 planning meeting		\$ 114.31
Credit Card	9515-8054	Brewbakers	6/12/2025	06/12 - Brewbakers - Strategy Planning Lunch Day 1		\$ 261.08
Credit Card	9515-8054	GrubHub.com	6/12/2025	05/19 - GrubHub.com - Change 1of2 On same receipt: Central Office team lunch meeting		\$ 0.85
Credit Card	9515-8054	GrubHub.com	6/12/2025	05/19 - GrubHub.com - Change 2of2 On same receipt: Central Office team lunch meeting		\$ 65.05
Credit Card	9515-8054	Tracfone *Services	6/12/2025	05/20 - Tracfone *Services - ASP cell phone monthly bill		\$ 16.52
Credit Card	9515-8054	Comcast	6/12/2025	05/27 - Comcast - TACMo Home office monthly phone bill		\$ 213.18
Credit Card	9515-8054	GrubHub.com	6/12/2025	05/29 - GrubHub.com - TACMO office team lunch meeting		\$ 35.02
Credit Card	9515-8054	Adobe Inc.	6/12/2025	06/05 - Adobe Inc. - Adobe professional annual subscription for TACMO home office		\$ 179.88
Credit Card	9515-8054	MINOPIA	6/12/2025	06/06 - MINOPIA - Supplies for ASP Summer entertainment		\$ 30.00
Credit Card	9515-8054	DiscountSch	6/12/2025	06/09 - DiscountSch - ASP Supplies		\$ 39.33
Credit Card	9515-8054	Round Table Pizza	6/12/2025	06/09 - Round Table Pizza - TACMO home office team lunch meeting		\$ 55.43
Credit Card	9515-8054	Colima Mexican Restaurant	6/12/2025	05/15 - Colima Mexican Restaurant - Chips and Salsa for staff meeting		\$ 45.23
Credit Card	9515-8054	CDW Government	6/12/2025	05/27 - CDW Government - Chromebooks		\$ 4,603.61
Credit Card	9515-8054	CDW Government	6/12/2025	06/04 - CDW Government - Laptop Chargers		\$ 7,605.85
Credit Card	9515-8054	Little Caesars	6/12/2025	06/05 - Little Caesars - Last day ASP part at BOA		\$ 165.86
Credit Card	9515-8054	Little Caesars	6/12/2025	06/05 - Little Caesars - Last day ASP part at SVA		\$ 186.85
Credit Card	9515-8054	Walmart	6/12/2025	06/09 - Walmart - Ice cream for ASP Party		\$ 20.79
Credit Card	9515-8054	EIG *Constant Contact	6/12/2025	06/09 - EIG *Constant Contact - Monthly renewal for email subscription		\$ 62.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-8054	WEB*BLUEHOST.COM	6/12/2025	06/09 - WEB*BLUEHOST.COM - Annual renewal for domanins: theacademischarters.org & blueoakacademy.org		\$ 72.34
Credit Card	9515-8054	PYN*abccanopy	6/12/2025	06/10 - PYN*abccanopy - Canopys for ASP		\$ 552.67
Credit Card	9515-8054	CDW Government	6/12/2025	06/10 - CDW Government - Chromecarts		\$ 4,603.61
Credit Card	9515-8054	Adobe Inc.	6/12/2025	06/12 - Adobe Inc. - Adobe Creative Cloud subscription		\$ 659.88
Credit Card	9515-8054	The Webstaurant Store	6/12/2025	05/21 - The Webstaurant Store - ASP Supplies		\$ 1,736.07
Credit Card	9515-8054	Amazon.Com	6/12/2025	05/28 - Amazon.Com - Book for Professional Development		\$ 32.73
Credit Card	9515-8054	Amazon Mktp us	6/12/2025	05/29 - Amazon Mktp us - Music trophy for graduation		\$ 34.69
Credit Card	9515-8054	Amazon.Com	6/12/2025	05/29 - Amazon.Com - Book for Professional Development		\$ 43.22
Credit Card	9515-8054	Amazon.Com	6/12/2025	05/30 - Amazon.Com - Book for Professional Development		\$ 75.95
Credit Card	9515-8054	The Home Depot	6/12/2025	06/02 - The Home Depot - Supplies for chromebook return		\$ 35.97
Credit Card	9515-8054	Awards & Signs Unlimited	6/12/2025	06/06 -Awards & Signs Unlimited - Engraved plates for academic medals		\$ 10.85
Credit Card	9515-8054	Pena's Disposal	6/12/2025	06/12 -Pena's Disposal - Shredding service		\$ 70.00
Credit Card	9515-8054	Visalia Adventure Park	6/12/2025	06/02 - Visalia Adventure Park - 2/3 field trip fees for 5/30		\$ 2,018.25
Credit Card	9515-8054	PARTYWORKS	6/12/2025	06/05 - PARTYWORKS - Promotion supplies		\$ 135.57
Credit Card	9515-8054	Dollar Tree	6/12/2025	06/05 -Dollar Tree - Promotion supplies		\$ 35.92
Credit Card	9515-8054	IC* INSTACART	6/12/2025	06/06 -IC* INSTACART - Promotion snacks		\$ 167.56
Credit Card	9515-8054	RAISING CANES	6/12/2025	06/09 - RAISING CANES - Promotion food		\$ 560.58
Credit Card	9515-8054	Costco	6/12/2025	06/09 - Costco - Promotion food		\$ 211.21
Credit Card	9515-8054	Elan (8054)	6/12/2025	06/06 - Elan (8054) - FRGN TRANS FEE - No-receipt form provided for foreign transaction fee		\$ 0.60
Credit Card	9515-8054	Elan (8054)	6/12/2025	06/10 - Elan (8054) - FRGN TRANS FEE - No-receipt form provided for foreign transaction fee		\$ 11.05
Credit Card	9515-8054	Tracfone *Services	6/12/2025	05/19 - Tracfone *Services - CMO cell phone monthly bill		\$ 16.52
Credit Card	9515-8054	Tavern on Main	6/30/2025	06/13 - Tavern on Main		\$ 244.61
Credit Card	9515-8054	Lowe's	6/30/2025	06/24 - Lowe's		\$ 515.05
Credit Card	9515-8054	Grubhubrosasitalianri	6/30/2025	06/18 - Grubhubrosasitalianri		\$ 384.35
Credit Card	9515-8054	USPS PO	6/30/2025	06/20 - USPS PO		\$ 21.44
Credit Card	9515-8054	UPS	6/30/2025	06/13 - UPS		\$ 17.13
Credit Card	9515-8054	UPS	6/30/2025	06/13 - UPS		\$ 17.13
Credit Card	9515-8054	UPS	6/30/2025	06/13 - UPS		\$ 13.92
Credit Card	9515-8054	UPS	6/30/2025	06/13 - UPS		\$ 13.17
Credit Card	9515-8054	Openal *ChatGPT	6/30/2025	06/13 - Openal *ChatGPT		\$ 20.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Combined Board Check Register						
School:	TACMO					
Month:	July 2025					
					Total Paid By Check:	\$ 790,380.10
					Total Paid By Credit Card:	\$ 4,653.99
Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9106	A & B Machinery Inc	7/3/2025	Bill #2554--Labor & Parts		\$ 720.00
Check	9107	City of Visalia	7/3/2025	Bill #BL058653--Fire Inspection Fee 1/16/2024 INSP ID: 24001052		\$ 27.94
Check	9108	EdTec	7/10/2025	Bill #CINV-00009643--EdTec Monthly - June 2025 Bill #CINV-00010216--EdTec Monthly - July 2025		\$ 32,505.00
Check	9109	Amazon Capital Services	7/10/2025	Bill #1H1W-7Q6N-RFRG--Supplies Bill #1WD3-NPHQ-WQN9--Supplies Bill #1YTQ-WNMT-Y9GG--Supplies Bill #1J7L-6DWQ-Y9DW--Supplies Bill #1KPD-LCHD-6NXM--Supplies Bill #1R71-FXJ6-1GLT--Supplies Bill #1HVX-K4Q9-63H3--Supplies Bill #164J-4KCJ-WGWP--Supplies Bill #1JY7-141P-94GH--Supplies Bill #1VVL-XPV4-Y9WN--Supplies Bill #1MHM-T91N-1RW1--Supplies Bill #1J7L-6DWQ-H1KR--Supplies Bill #1WKW-GG44-4N9N--Supplies Bill #1MYY-L1GW-CLGY--Supplies Bill #1PFH-NVQ4-RLJM--Supplies Bill #166N-K3JJ-3HCL--Supplies		\$ 7,973.90



Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9109	Amazon Capital Services	7/10/2025	Bill #1WYH-GFFL-VP31--Supplies Bill #1KNP-MKMR-FMMH--Supplies Bill #1T3C-6YLH-CFGL--Supplies Bill #14TV-HQGC-KY6P--Supplies Bill #1YXF-HYYL-1Y7C--Supplies Bill #1X3T-TTLF-YH6Q--Supplies Bill #1L61-VWHN-7GTV--Supplies Bill #1W3Q-341W-W7DR--Supplies Bill #137W-3KT4-M11C--Supplies Bill #1RPY-WY61-4GRV--Supplies Bill #1VYY-NX4H-4CVF--Supplies Bill #13LT-PQ3K-6XVK--Supplies Bill #1QWQ-LFTQ-93Q4--Supplies Bill #1MR1-3MKL-N6JD--Supplies Bill #1KRK-19NW-WGMQ--Supplies Bill #1LX9-M747-QN3K--Supplies		Cont'd
Check	9109	Amazon Capital Services	7/10/2025	Bill #1KG6-D4PV-YLWJ--Supplies Bill #1JYF-XLVK-X3YR--Supplies Bill #1G94-3KKV-V7HY--Supplies Bill #1XT3-L16T-L17T--Supplies Bill #1VDY-3YYT-X93P--Supplies Bill #1H4H-K3KF-PQP4--Supplies Bill #1WNN-9FW9-TYDD--Supplies Bill #1DLG-YLV3-9T1R--Supplies Bill #1CYD-TWPR-WHKN--Supplies Bill #191K-DPLX-QGJC--Supplies Bill #141H-XJR7-NNDY--Supplies Bill #1LH7-H4FM-QQK4--Supplies Bill #1XKF-3M6V-DNG1--Supplies Bill #1G93-JCM6-WTJ7--Supplies Bill #11MG-LTPT-CT7Q--Supplies		Cont'd
Check	9110	Wendy Anderson	7/10/2025	Bill #062725--Reimb: Mileage		\$ 16.80

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9111	Cline's Business Equipment, Inc.	7/10/2025	Bill #263065--Contract Usage charge: 05/13 - 06/12/25 Bill #262904--Contract Usage charge: 05/12 - 06/11/25 & Standard min Charge Bill #263569--Contract Usage charge: 06/01 - 06/30/25 Bill #263450--Contract Usage charge: 05/22 - 06/21/25 Bill #263639--Contract Usage charge: 06/01 - 06/30/25 Bill #262914--Contract Usage charge: 05/13 - 06/12/25 Bill #262706--IT Service: 06/10/25 Bill #262445--Contract Usage charge: 05/13 - 06/12/25		\$ 3,197.17
Check	9112	FCCS - Scout Island	7/10/2025	Bill #SI202506-17--Scout Island Field Trip Facility Use Fee: 06/26/25		\$ 700.00
Check	9113	Kings County Office of Education	7/10/2025	Bill #251341--24-25 Physical Therapy Services: December 2024 - April 2025		\$ 779.95
Check	9114	Kelly De Lemos	7/10/2025	Bill #060525--Reimb: Last week K life & 2/3 Plant of science supplies		\$ 258.09
Check	9115	Corey Morse	7/10/2025	Bill #060625--Reimb: Promotion Ceremony		\$ 80.00
Check	9116	ODP Business Solutions, LLC	7/10/2025	Bill #426551092001--Supplies Bill #426692933001--Supplies Bill #426440887001--Supplies Bill #428522233001--Supplies Bill #425554686001--Supplies Bill #422440079001--Supplies Bill #426300496001--Supplies Bill #425817165001--Supplies Bill #421728611001--Supplies Bill #426551086001--Supplies Bill #424950355002--Supplies Bill #428525320001--Supplies		\$ 1,926.61
Check	9117	PresenceLearning, Inc.	7/10/2025	Bill #INV81217--Implementation Fee Bill #INV80956--SLP Svcs: Weekly Dedicated OT & SLP Hours		\$ 27,446.96
Check	9118	TCG Administrators, a HUB International Company	7/10/2025	Bill #184561--Monthly Administration Fees		\$ 28.00
Check	9119	The McLennan Group, LLC	7/10/2025	Bill #1099--Powerpoint and PDF both academies		\$ 675.00
Check	9120	Cindy Valencia	7/10/2025	Bill #061325--Reimb: Puzzles		\$ 20.44

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9121	Claudia Van Groningen	7/10/2025	Bill #061625--Reimb: Ice cream & Mileage		\$ 46.20
Check	9122	Lauren Ventura	7/10/2025	Bill #062025--Reimb: Field trip materials Bill #061325--Reimb: SVA orientation & BOA Food Bill #061825--Reimb: Field trip Bill #060925--Reimb: Folders for summer orientation Bill #032625A--Reimb: Club party		\$ 327.37
Check	9123	Arturo Villasenor	7/10/2025	Bill #060525--Reimb: MS. Fresas Water Day & New Cart for Spanish		\$ 501.64
Check	9124	Visalia Unified School District	7/10/2025	Bill #3481--Transportation Charges Due by 07/11/25 Bill #3429--Transportation Charges Due by 07/03/25		\$ 6,166.50
Check	9125	Visalia Unified School District	7/10/2025	Bill #3480--Transportation Charges Due by 07/11/25 Bill #3525--Transportation Charges Due by 07/30/25		\$ 1,856.75
Check	9126	Curriculum Associates LLC	7/10/2025	Bill #90898305--Books & Supplies		\$ 20,255.21
Check	9127	Krystal Eastman	7/10/2025	Bill #063025--Reimb: Labels receipt for Summer Camp & Mileage		\$ 108.28
Check	9128	Imagine Learning LLC	7/10/2025	Bill #1068726--IS Teaching per Semester Course		\$ 2,700.00
Check	9129	Law Offices of Young, Minney & Corr, LLP	7/10/2025	Bill #17332--Legal Svcs thru: 06/03 - 06/23/25		\$ 5,894.50
Check	9130	MEDI, LLC	7/10/2025	Bill #280921--Annual Service and Calibration		\$ 189.87
Check	9131	95 Percent Group LLC	7/10/2025	Bill #INV167677--95 Foundational Tools Elearning Course		\$ 760.00
Check	9132	Clay Cafe	7/10/2025	Bill #061625--Project: Clay Cafe Ceramic on 07/10/25		\$ 1,025.33
Check	9133	Frontline Technologies Group, LLC	7/10/2025	Bill #INVUS228242--Absence and Time Solution : 08/18/25 - 08/17/26		\$ 10,256.08
Check	9134	Parent Square	7/10/2025	Bill #2024-20542--Engage Premium: 07/01/25 - 06/30/26		\$ 7,098.00
Check	9135	PowerSchool Group, LLC	7/10/2025	Bill #INV448655--SW-SIS-S-PSEF: PowerSchool SIS Hosted: 07/01/25 - 06/30/26		\$ 1,986.19
Check	9136	WM Corporate Services Inc	7/10/2025	Bill #4922286-0165-3--Waste Svc : July 2025		\$ 908.55
Check	9137	Enerspect Medical Solutions, LLC	7/10/2025	Bill #30245--AED Total Solutions Annual		\$ 270.00
Check	9138	Self-Insured Schools of California	7/10/2025	Bill #July 2025--Billing Period: July 2025		\$ 73,059.65
Check	9139	Amazon Capital Services	7/18/2025	Bill #191J-KWLR-KQW1--Supplies Bill #1HDQ-Y7VN-QXJL--Supplies		\$ 1,112.73
Check	9140	American Fidelity Assurance	7/18/2025	Bill #2507842--09/30/25 Flex Plan Liability Coverage		\$ 504.52
Check	9141	American Fidelity Assurance	7/18/2025	Bill #D860111--06/01 - 06/30/25 Flex Plan Liability Coverage		\$ 5,639.42
Check	9142	Christy White	7/18/2025	Bill #23607--2024-25 Charter School Audit: 1st Progress invoice 25% of Contract & Less 10% Retention		\$ 5,186.25
Check	9143	Shauna Dolin	7/18/2025	Bill #063025--Reimb: Mileage		\$ 9.80
Check	9144	Idea Printing & Graphics Inc.	7/18/2025	Bill #127718--Incident Report File Setup		\$ 567.46
Check	9145	Stacey Nelson	7/18/2025	Bill #070325--Reimb: Mileage		\$ 68.39

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9146	ODP Business Solutions, LLC	7/18/2025	Bill #429876137001--Supplies		\$ 79.28
Check	9147	PresenceLearning, Inc.	7/18/2025	Bill #INV81562--SLP Svcs: Weekly Dedicated OT & SLP Hours		\$ 4,693.71
Check	9148	Tulare County Superintendent of Schools	7/18/2025	Bill #254381--2024-25 ERS Library Media Services		\$ 2,505.09
Check	9149	Tulare County Superintendent of Schools	7/18/2025	Bill #071625--Requested to fulfill May 2025 tuition balance for TCOE Interns C. Yoshida and J. Juarez		\$ 425.90
Check	9150	Lauren Ventura	7/18/2025	Bill #061025--Reimb: Mileage		\$ 136.71
Check	9151	Follett School Solutions, LLC	7/18/2025	Bill #1584914--Hosted Service Renewal & Site Support Renewal: 09/01/25 - 08/31/26		\$ 1,130.16
Check	9152	Teachers' Curriculum Institute	7/18/2025	Bill #INV137970--EL-SCI-TL-01 Elementary (K-5) Science: Teacher License (1Yr)		\$ 684.00
Check	9153	Paradise Playland	7/24/2025	Bill #010BAL--Field Trip: 07/03/25		\$ 150.00
Check	9154	Amara Lee Brenner	7/25/2025	Bill #062525--Reimb: Ice experiments		\$ 39.10
Check	9155	Cline's Business Equipment, Inc.	7/25/2025	Bill #264191--Standard min charge Bill #264190 (1of2)--Contract Usage charge: 06/13 - 06/30/25 Bill #264190 (2of2)--Contract Usage charge: 07/01 - 07/12/25		\$ 148.12
Check	9156	J.W.Pepper & Son, Inc.	7/25/2025	Bill #367542329--Art & Music Supplies		\$ 84.03
Check	9157	ODP Business Solutions, LLC	7/25/2025	Bill #430248492001--Supplies Bill #430243066001--Supplies Bill #430248488001--Supplies Bill #430248487001--Supplies		\$ 550.78
Check	9158	95 Percent Group LLC	7/25/2025	Bill #INV169658--95 Foundational Tools Elearning Course		\$ 380.00
Check	9159	David Britter	7/25/2025	Bill #071425--Reimb: Elective 5-26 Extreme Activities & Transcripts requested by TACMO		\$ 244.39
Check	9160	McDermont Venture, Inc	7/25/2025	Bill #6369--Gold Package: Food Included: 2 Slices of Pizza + one drink		\$ 1,004.52
Check	9161	Miller Brothers Screenprinting	7/25/2025	Bill #25-028--T-shirts & Printing		\$ 1,335.50
Check	9162	Arturo Villasenor	7/25/2025	Bill #071725--Reimb: Crepas/fresas & facos/horchata		\$ 118.63
Check	9163	Yosemite Mountain Sugar Pine Railroad	7/25/2025	Bill #04302026-1--Steam Train Excursion Field Trip : 04/30/26		\$ 2,064.00
Check	9164	Zoom Video Communications, Inc.	7/25/2025	Bill #INV313913194--Educational Annual - Proration: 07/17/25 - 07/16/26		\$ 1,800.00
Check	9165	Investors Property Management	7/25/2025	Bill #072525--TACMO Home Office Rent Back-Payment April 2024 - July 2025		\$ 1,600.00
Check	9166	Investors Property Management	7/25/2025	Bill #August 2025--TACMO Home Office Monthly Rent		\$ 1,000.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9167	Visalia Unified School District	7/31/2025	Bill #3524--Transportation Charges: June 2025 Bill #2025-BOA-FUA--Operations & Housekeeping Security Repair & Maintenance & Rent Bill #2025-SVA-FUA--Operations & Housekeeping Security Repair & Maintenance & Rent		\$ 443,317.05
Check	9168	WestEd	7/31/2025	Bill #25-3186--Billing Period: 11/01/23 - 07/31/26		\$ 37,500.00
Check	9169	Pacific Ag Insurance IN	7/31/2025	Bill #901--25/26 Renewal of Commercial Package Company Fee & Taxes		\$ 45,776.51
Check	DB070125	Samantha Bowman	7/1/2025	DB070125 - TACMO home office weekly cleaning		\$ 50.00
Check	DB070825	Samantha Bowman	7/8/2025	DB070825 - TACMO home office weekly cleaning		\$ 50.00
Check	DB070925	SoCalGas	7/9/2025	DB070925 - TACMO home office monthly gas bill		\$ 15.94
Check	DB070925-1	Southern California Edison	7/9/2025	DB070925-1 - TACMO home office monthly electricity bill		\$ 344.67
Check	DB071425	LEAF	7/14/2025	DB071425 - Monthly copier service		\$ 388.48
Check	DB071525	Samantha Bowman	7/15/2025	DB071525 - TACMO home office weekly cleaning		\$ 50.00
Check	DB071625	Employers Insurance	7/16/2025	DB071625 - Workers Comp monthly payroll & premium charges		\$ 11,613.20
Check	DB071725	Cardmember Service	7/17/2025	DB071725 - TACMO monthly credit card bill		\$ 8,034.14
Check	DB072125	LEAF Capital Funding, LLC	7/21/2025	DB072125 - Monthly copier service		\$ 211.64
Credit Card	9515-8054	FaceBk	7/15/2025	07/01 - FaceBk - Facebook advertisement for student recruiting		\$ 1.54
Credit Card	9515-8054	Amazon.Com	7/15/2025	07/15 - Amazon.Com		\$ 26.56
Credit Card	9515-8054	Vistaprint	7/15/2025	07/03 - Vistaprint - Business cards for new Superintendent		\$ 30.36
Credit Card	9515-8054	USPS PO	7/15/2025	07/07 - USPS PO - Mailing two exit packages		\$ 4.62
Credit Card	9515-8054	UPS	7/15/2025	07/10 - UPS - Mailing from Judah Tanner to TACMO - returning tech		\$ 22.25
Credit Card	9515-8054	Lands' End Business Outfitters	7/15/2025	07/11 - Lands' End Business Outfitters - Charge 1 of 2 on same receipt: CMO Staff shirts for marketing		\$ 52.20
Credit Card	9515-8054	UPS	7/15/2025	07/14 - UPS - Mailing student records to TCOE		\$ 13.17
Credit Card	9515-8054	Openal *ChatGPT	7/15/2025	07/14 - Openal *ChatGPT - ChatGPT Plus Subscription July - August		\$ 20.00
Credit Card	9515-8054	Lands' End Business Outfitters	7/15/2025	07/15 - Lands' End Business Outfitters - Charge 2 of 2 on same receipt: CMO Staff shirts for marketing		\$ 47.68
Credit Card	9515-8054	EIG *Constant Contact	7/15/2025	07/07 - EIG *Constant Contact - Monthly renewal for email subscription		\$ 62.00
Credit Card	9515-8054	Canva	7/15/2025	07/08 - Canva - Postcards for BOA families		\$ 265.50
Credit Card	9515-8054	Canva	7/15/2025	07/08 - Canva - Postcards for BOA families		\$ 24.50
Credit Card	9515-8054	Canva	7/15/2025	07/09 - Canva - Postcards for SVA families		\$ 296.50
Credit Card	9515-8054	Apple.com	7/15/2025	07/09 - Apple.com - Charge 1 of 2 on same receipt: SVA Staff laptops		\$ 2,938.25
Credit Card	9515-8054	Apple.com	7/15/2025	07/10 - Apple.com - Charge 2 of 2 on same receipt: SVA Staff laptops		\$ 417.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.



AB-2158 Local educational agencies: ethics training. (2021-2022)

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Date Published: 09/14/2022 09:00 PM

Assembly Bill No. 2158

CHAPTER 279

An act to amend Sections 53234, 53235, and 53235.1 of the Government Code, relating to local government.

[Approved by Governor September 13, 2022. Filed with Secretary of State September 13, 2022.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2158, Mike Fong. Local educational agencies: ethics training.

Existing law requires all local agency officials to receive training in ethics, at specified intervals, if the local agency provides certain monetary payments to a member of a legislative body, as provided. Existing law requires a local agency to provide information on available ethics training to its officials and authorizes a local agency or an association of local agencies to offer the ethics training, as provided. Existing law requires a local agency to maintain specified records related to the ethics training of its officials. Existing law defines "local agency" and "local agency official" for these purposes.

This bill would include in the definition of "local agency" a school district, county office of education, and charter school for purposes of those ethics training requirements and would include in the definition of "local agency official" a member of the governing board of a school district, a county board of education, or the governing body of a charter school, whether or not the member receives any type of compensation, salary, or stipend or reimbursement for actual and necessary expenses incurred in the performance of official duties. The bill would require each of those members in service as of January 1, 2025, except for members whose term of office ends before January 1, 2026, to receive that ethics training before January 1, 2026, and at least once every 2 years thereafter.

By imposing new duties on local educational agencies, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 53234 of the Government Code is amended to read:

53234. For purposes of this article, the following definitions apply:

(a) "Legislative body" has the same meaning as specified in Section 54952.

(b) "Local agency" means a city, county, city and county, charter city, charter county, charter city and county, school district, county office of education, charter school, or special district.

(c) "Local agency official" means any of the following:

(1) A member of a local agency legislative body or an elected local agency official who receives any type of compensation, salary, or stipend or reimbursement for actual and necessary expenses incurred in the performance of official duties.

(2) An employee designated by a local agency governing body to receive the training specified under this article.

(3) A member of the governing board of a school district, a county board of education, or the governing body of a charter school, whether or not that member receives any type of compensation, salary, or stipend or reimbursement for actual and necessary expenses incurred in the performance of official duties.

(d) "Ethics laws" include, but are not limited to, the following:

(1) Laws relating to personal financial gain by public servants, including, but not limited to, laws prohibiting bribery and conflict-of-interest laws.

(2) Laws relating to claiming perquisites of office, including, but not limited to, gift and travel restrictions, prohibitions against the use of public resources for personal or political purposes, prohibitions against gifts of public funds, mass mailing restrictions, and prohibitions against acceptance of free or discounted transportation by transportation companies.

(3) Government transparency laws, including, but not limited to, financial interest disclosure requirements and open government laws.

(4) Laws relating to fair processes, including, but not limited to, common law bias prohibitions, due process requirements, incompatible offices, competitive bidding requirements for public contracts, and disqualification from participating in decisions affecting family members.

SEC. 2. Section 53235 of the Government Code is amended to read:

53235. (a) (1) If a local agency provides any type of compensation, salary, or stipend to a member of a legislative body, or provides reimbursement for actual and necessary expenses incurred by a member of a legislative body in the performance of official duties, then all local agency officials shall receive training in ethics pursuant to this article.

(2) All local agency officials who are members of the governing board of a school district, a county board of education, or the governing body of a charter school shall receive training in ethics pursuant to this article, whether or not any member receives any type of compensation, salary, or stipend or reimbursement for actual and necessary expenses incurred in the performance of official duties.

(b) Each local agency official shall receive at least two hours of training in general ethics principles and ethics laws relevant to the official's public service every two years.

(c) If an entity develops curricula to satisfy the requirements of this section, then the Fair Political Practices Commission and the Attorney General shall be consulted regarding the sufficiency and accuracy of the proposed course content. When reviewing any proposed course content the Fair Political Practices Commission and the Attorney General shall not preclude an entity from also including local ethics policies in the curricula.

(d) A local agency or an association of local agencies may offer one or more training courses, or sets of self-study materials with tests, to meet the requirements of this section. These courses may be taken at home, in-person, or online.

(e) A provider of training courses to meet the requirements of this article shall provide participants with proof of participation to meet the requirements of Section 53235.2.

(f) A local agency shall provide information on training available to meet the requirements of this article to its local officials at least once annually.

SEC. 3. Section 53235.1 of the Government Code is amended to read:

53235.1. (a) Each local agency official in local agency service as of January 1, 2006, except for officials whose term of office ends before January 9, 2007, shall receive the training required by subdivision (a) of Section 53235 before January 1, 2007. Thereafter, each local agency official shall receive the training required by subdivision (a) of Section 53235 at least once every two years.

(b) (1) Except as provided in paragraph (2), each local agency official who commences service with a local agency on or after January 1, 2006, shall receive the training required by subdivision (a) of Section 53235 no later than one year from the first day of service with the local agency. Thereafter, each local agency official shall receive the training required by subdivision (a) of Section 53235 at least once every two years.

(2) Each local agency official who, as of January 1, 2025, is a member of the governing board of a school district, a county board of education, or the governing body of a charter school, except for officials whose term of office ends before January 1, 2026, shall receive the training required by paragraph (2) of subdivision (a) of Section 53235 before January 1, 2026. Thereafter, each local agency official who is a member of the governing board of a school district, a county board of education, or the governing body of a charter school shall receive the training required by paragraph (2) of subdivision (a) of Section 53235 at least once every two years.

(c) A local agency official who serves more than one local agency shall satisfy the requirements of this article once every two years without regard to the number of local agencies with which the official serves.

SEC. 4. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.



CSBA Annual Education Conference & Trade Show
WEDNESDAY, DEC. 3 - FRIDAY, DEC. 5

110
days

8
hrs

29
min

Conference ▾

Registration ▾

Program ▾

Student Call for Proposals

Exhibitors ▾

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Wednesday, Dec. 3 - Friday, Dec. 5

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What to expect



Breakout sessions

Sessions hosted by your colleagues



Trade Show Floor

Interact with vendors and learn more about CSBA



Pre-conference Activities

Specialized content to prepare you for your roles



Networking

Engage with fellow education experts

Location



SAFE Credit Union Convention Center

For those who choose to attend, all of our main events, including General Sessions, workshops and pre-conference activities, will take place in the SAFE Credit Union Convention Center located in Sacramento.



Check out the 2025 conference:

2025 Speakers



Matt Lehrman
civic facilitator and
leadership coach

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**Rumman
Chowdhury**
US Science Envoy,
Artificial Intelligence I

> [Read more](#)

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Empowering Students in a Digital World

Fostering Strong Community Partnerships

Holistic Health, Safety and Wellness

Pathways to College, Career and Beyond

Strategic Governance for Student Success

Strategies for Financial Resilience

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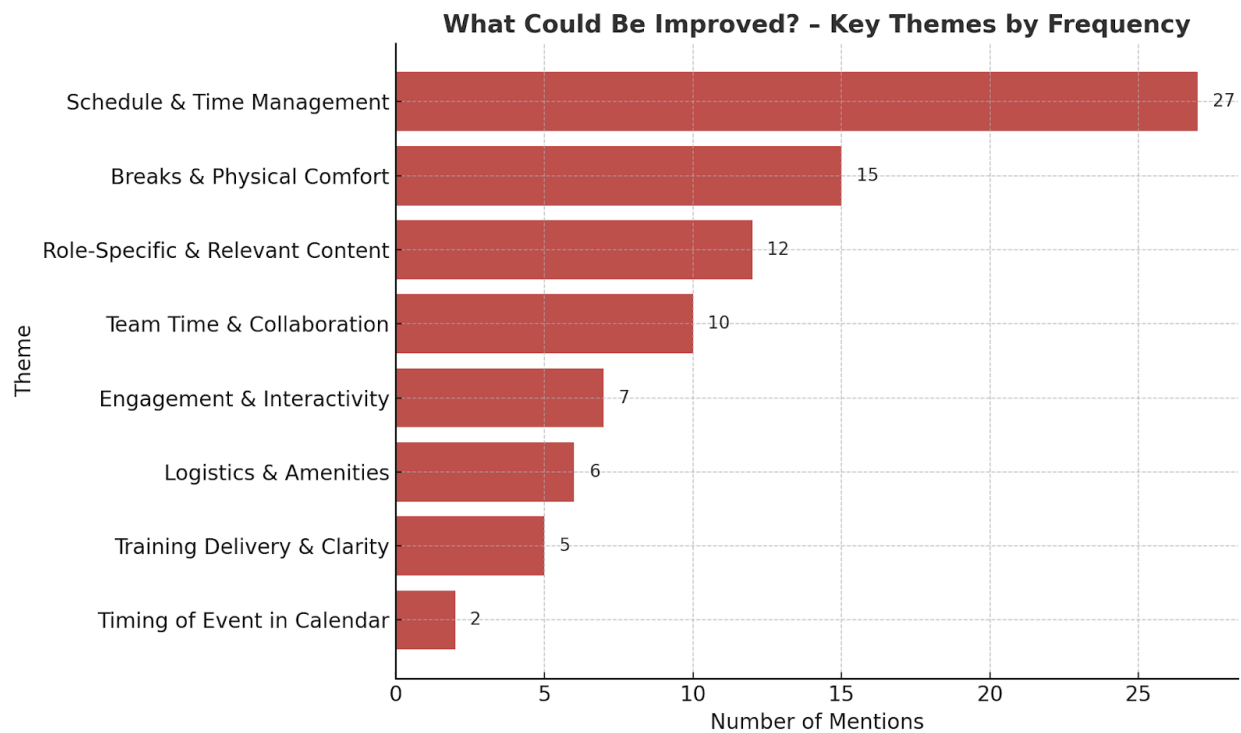
Future Dates

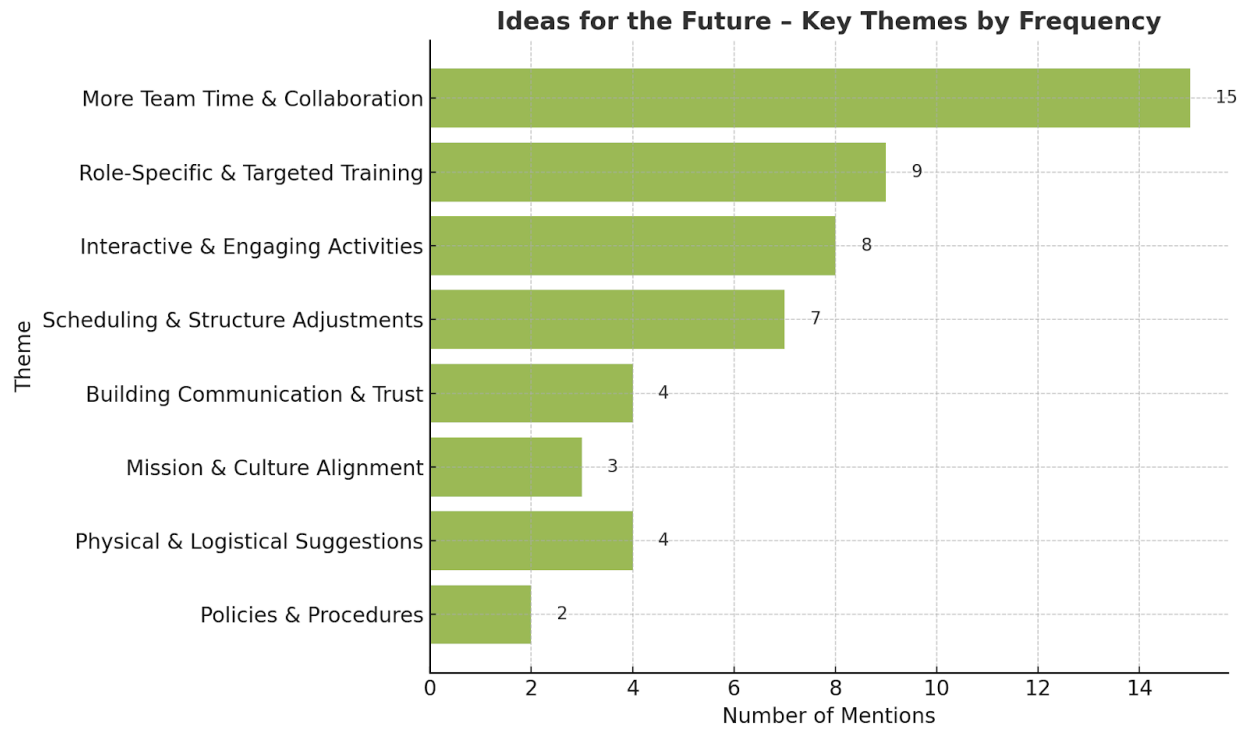
2026 AEC: Dec. 3-5 | San Diego, CA
2027 AEC: Dec. 1-3 | Sacramento, CA
2028 AEC: Nov. 30–Dec. 2 | Anaheim, CA

2025 Preservice Week

Overview

When?	Who?	What?
Tuesday (8/5/25)	New Teachers	<ul style="list-style-type: none"> • Superintendent welcome/teambuilding • Technology overview • Employee benefits • Instructional design • Strategic plan (Universal Themes and Writing) • Gifted education for all • Project-based learning (PBL) • Nuts and bolts
Wednesday (8/6/25)	Teachers, Paraprofessionals, Aides	<ul style="list-style-type: none"> • Teambuilding (belonging, community) • Instructional priorities <ul style="list-style-type: none"> ◦ Gifted education for all (Prompts of depth & complexity, universal themes, habits of a scholar, Socratic seminar) ◦ PBL (key design elements) ◦ Collective efficacy/PLC • Behavior management/CARE-4 • Curriculum training (95 percent) • Mandated training • Emergency procedures
Thursday (8/7/25)	All Staff	<ul style="list-style-type: none"> • Superintendent welcome/teambuilding • New teacher introductions • 5- and 10-year teacher recognition • Human Resources • Operations • Curriculum training (95 percent) • TK toileting procedures • Mandated health training • Special education • Organizational direction and effectiveness
Friday (8/8/25)	Teachers, Paraprofessionals, Aides	<ul style="list-style-type: none"> • Team/PLC planning • PBL planning • Student-centered coaching • Mandated training







THE ACADEMIES CMO

Blue Oak Academy



STUDENT GROWTH SUMMARY REPORT

FALL 2024

FOR:

2024-2025 WHOLE SCHOOL REPORT CARD - TRIMESTER 1

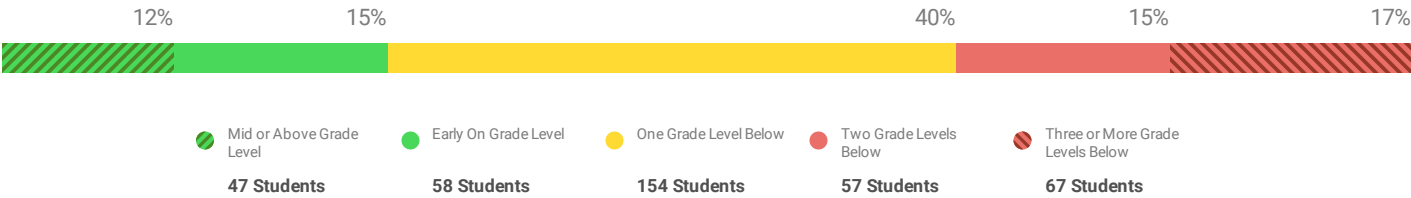
GENERATED: JULY 22, 2025

School	Blue Oak
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Fall (Beginning of Year - November 15)
Prior Diagnostic	None

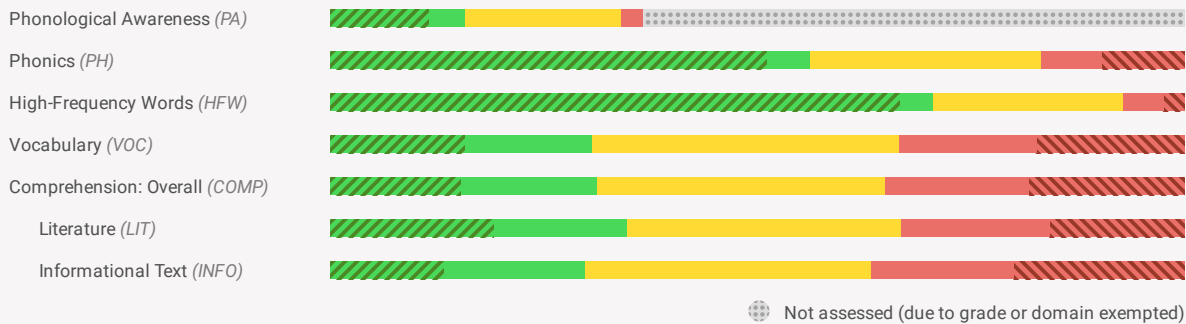
Criterion Referenced

Overall Placement

Students Assessed/Total: 383/390



Placement by Domain








Switch Table View

Choose to Show Results By











Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K	<div><div></div><div></div><div></div></div>	2%	24%	74%	0%	0%	54/54
Grade 1	<div><div></div><div></div><div></div></div>	8%	5%	88%	0%	0%	40/41
Grade 2	<div><div></div><div></div><div></div><div></div></div>	9%	15%	46%	30%	0%	46/46
Grade 3	<div><div></div><div></div><div></div><div></div><div></div></div>	13%	18%	23%	33%	15%	40/41

School	Blue Oak
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Fall (Beginning of Year - November 15)
Prior Diagnostic	None

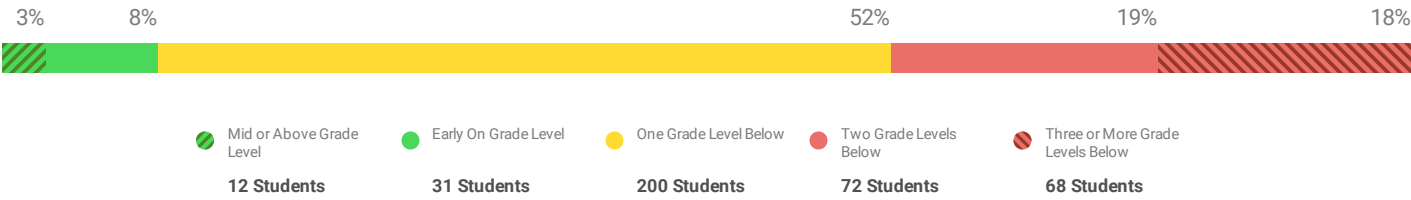
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		11%	5%	41%	16%	27%	44/44
Grade 5		5%	20%	28%	25%	23%	40/42
Grade 6		29%	5%	22%	15%	29%	41/41
Grade 7		13%	23%	9%	11%	45%	47/50
Grade 8		29%	19%	23%	6%	23%	31/31

School	Blue Oak
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Fall (Beginning of Year - November 15)
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: 383/390



Placement by Domain








Switch Table View

Choose to Show Results By









Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		4%	7%	89%	0%	0%	54/54
Grade 1		0%	5%	80%	15%	0%	40/41
Grade 2		4%	7%	59%	30%	0%	46/46
Grade 3		0%	0%	58%	30%	13%	40/41
Grade 4		5%	9%	43%	25%	18%	44/44
Grade 5		0%	5%	48%	13%	35%	40/42

School	Blue Oak
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Fall (Beginning of Year - November 15)
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		7%	17%	27%	22%	27%	41/41
Grade 7		4%	15%	21%	17%	43%	47/50
Grade 8		3%	6%	35%	23%	32%	31/31



THE ACADEMIES CMO

Sycamore Valley Academy



STUDENT GROWTH SUMMARY REPORT

FALL 2024

FOR:

2024-2025 WHOLE SCHOOL REPORT CARD - TRIMESTER 1

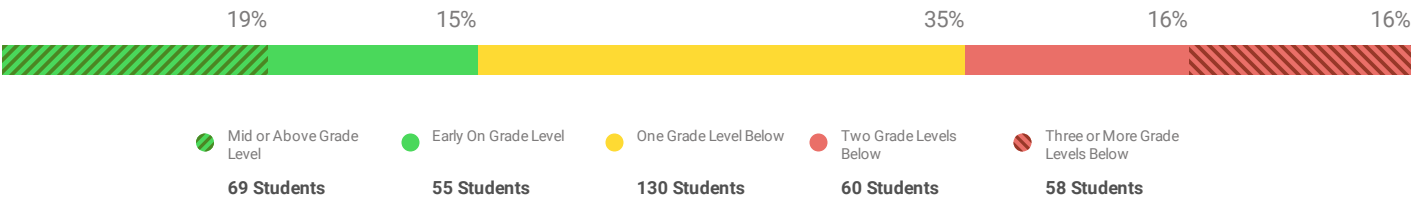
GENERATED: JULY 14, 2025

School	Sycamore Valley Academy
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Fall Diag.
Prior Diagnostic	None

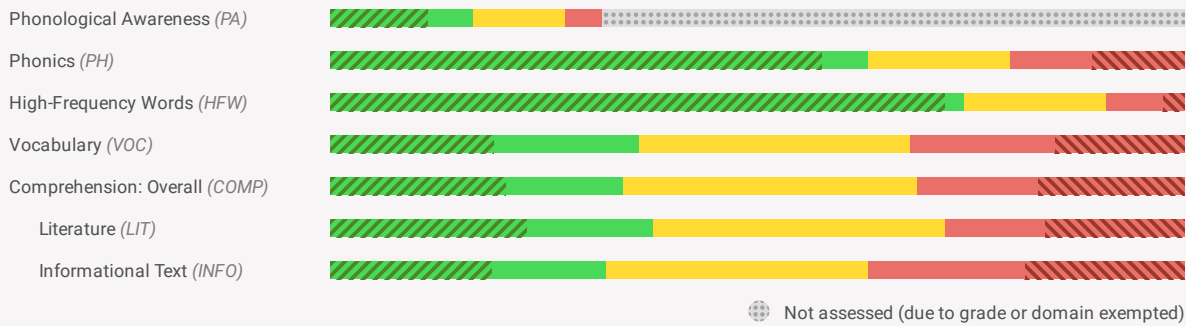
Criterion Referenced

Overall Placement

Students Assessed/Total: 372/388



Placement by Domain












Switch Table View

Choose to Show Results By

Placement Summary











Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		11%	20%	69%	0%	0%	35/37
Grade 1		7%	12%	74%	7%	0%	43/45
Grade 2		15%	20%	35%	30%	0%	40/41
Grade 3		27%	14%	16%	23%	20%	44/46

Diagnostic Results

School	Sycamore Valley Academy
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Fall Diag.
Prior Diagnostic	None

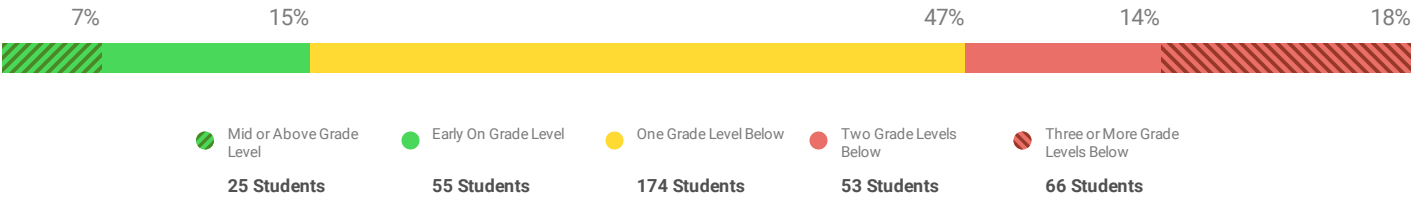
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		19%	14%	44%	14%	9%	43/45
Grade 5		7%	7%	19%	43%	24%	42/44
Grade 6		25%	13%	25%	13%	25%	40/43
Grade 7		27%	11%	20%	9%	33%	45/47
Grade 8		28%	25%	18%	5%	25%	40/40

School	Sycamore Valley Academy
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Fall Diag.
Prior Diagnostic	None

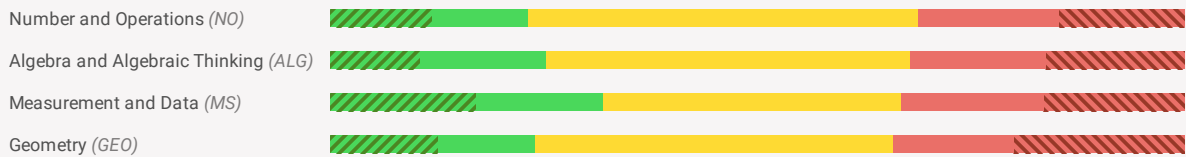
Criterion Referenced

Overall Placement

Students Assessed/Total: 373/388



Placement by Domain














Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		11%	3%	86%	0%	0%	35/37
Grade 1		5%	7%	70%	19%	0%	43/45
Grade 2		0%	10%	63%	28%	0%	40/41
Grade 3		5%	20%	45%	16%	14%	44/46
Grade 4		9%	14%	47%	21%	9%	43/45
Grade 5		7%	12%	38%	10%	33%	42/44

Diagnostic Results



School	Sycamore Valley Academy
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Fall Diag.
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		5%	28%	35%	10%	23%	40/43
Grade 7		11%	20%	17%	11%	41%	46/47
Grade 8		8%	18%	28%	13%	35%	40/40



THE ACADEMIES CMO

Blue Oak Academy



STUDENT GROWTH SUMMARY REPORT

WINTER 2025

FOR:

2024-2025 WHOLE SCHOOL REPORT CARD - TRIMESTER 2

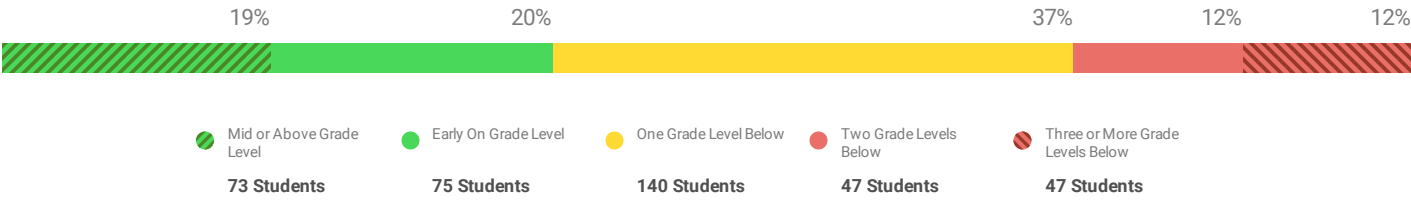
GENERATED: JULY 22, 2025

School	Blue Oak
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Winter (November 16 - March 1)
Prior Diagnostic	None

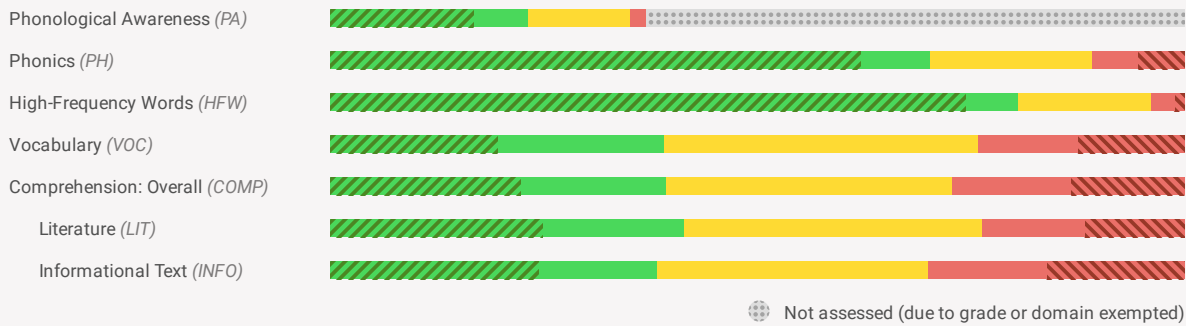
Criterion Referenced










Overall Placement

Students Assessed/Total: 382/390













Placement by Domain



Switch Table View		Choose to Show Results By					Showing 9 of 9
Placement Summary		Grade					
Grade	Overall Grade-Level Placement						
Grade K		28%	31%	41%	0%	0%	54/54
Grade 1		17%	12%	68%	2%	0%	41/41
Grade 2		24%	22%	37%	17%	0%	46/46
Grade 3		13%	30%	38%	18%	3%	40/41

School	Blue Oak
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Winter (November 16 - March 1)
Prior Diagnostic	None

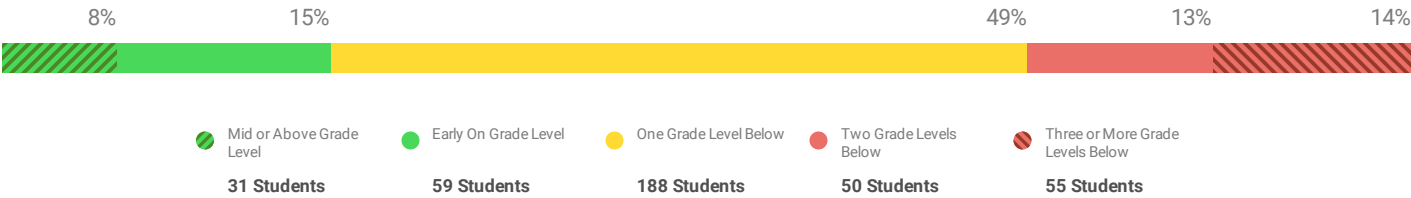
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		16%	9%	55%	14%	7%	44/44
Grade 5		15%	20%	25%	20%	20%	40/42
Grade 6		22%	12%	20%	20%	27%	41/41
Grade 7		13%	13%	28%	15%	32%	47/50
Grade 8		24%	28%	10%	7%	31%	29/31

School	Blue Oak
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Winter (November 16 - March 1)
Prior Diagnostic	None

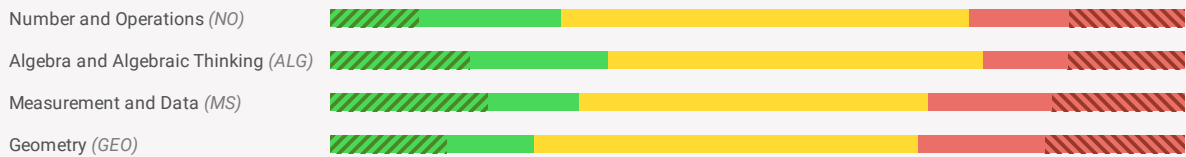
Criterion Referenced

Overall Placement

Students Assessed/Total: 383/390



Placement by Domain








Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		19%	20%	61%	0%	0%	54/54
Grade 1		7%	12%	78%	2%	0%	41/41
Grade 2		13%	13%	59%	15%	0%	46/46
Grade 3		0%	22%	63%	12%	2%	41/41
Grade 4		5%	14%	43%	25%	14%	44/44
Grade 5		3%	10%	38%	20%	30%	40/42

Diagnostic Results



School	Blue Oak
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Winter (November 16 - March 1)
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		12%	17%	32%	15%	24%	41/41
Grade 7		6%	17%	26%	19%	32%	47/50
Grade 8		3%	10%	38%	10%	38%	29/31



THE ACADEMIES CMO

Sycamore Valley Academy



STUDENT GROWTH SUMMARY REPORT

WINTER 2025

FOR:

2024-2025 WHOLE SCHOOL REPORT CARD - TRIMESTER 2

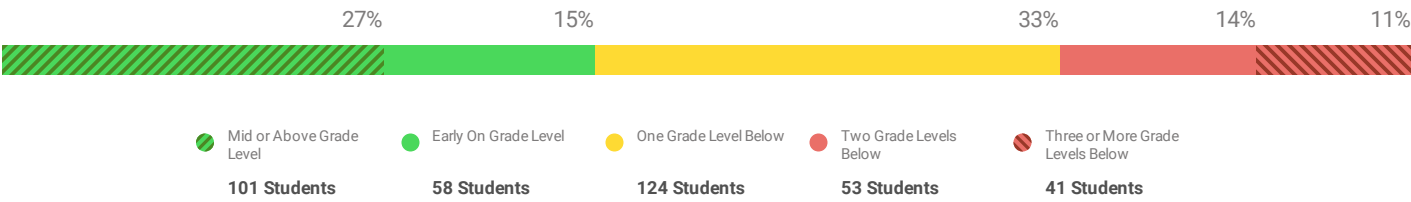
GENERATED: JULY 14, 2025

School	Sycamore Valley Academy
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Winter Diag
Prior Diagnostic	None

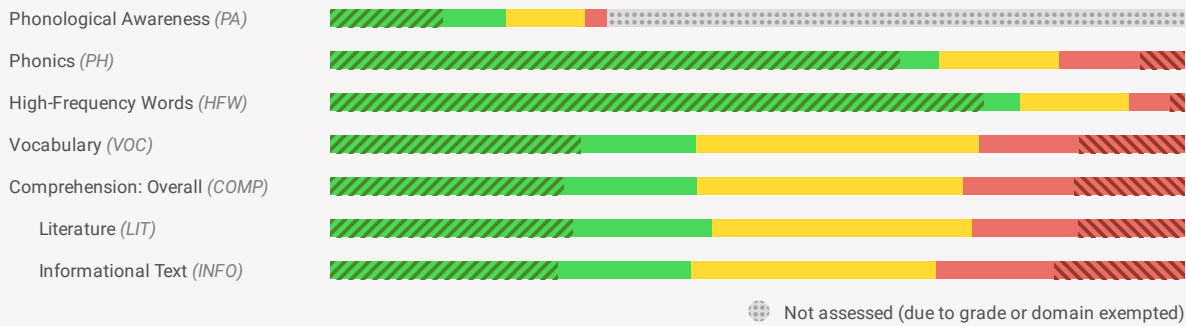
Criterion Referenced










Overall Placement

Students Assessed/Total: 377/388



Placement by Domain



Switch Table View		Choose to Show Results By					Showing 9 of 9
Placement Summary		Grade					
Grade	Overall Grade-Level Placement						
Grade K		22%	30%	49%	0%	0%	37/37
Grade 1		23%	14%	64%	0%	0%	44/45
Grade 2		32%	12%	29%	27%	0%	41/41
Grade 3		27%	18%	25%	25%	5%	44/46

Diagnostic Results



School	Sycamore Valley Academy
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Winter Diag
Prior Diagnostic	None

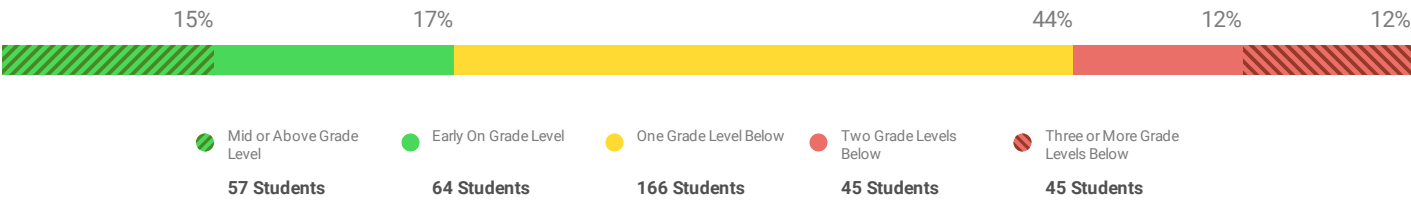
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		26%	19%	42%	7%	7%	43/45
Grade 5		12%	14%	26%	40%	7%	42/44
Grade 6		33%	13%	20%	13%	23%	40/43
Grade 7		28%	9%	24%	13%	26%	46/47
Grade 8		40%	13%	18%	0%	30%	40/40

School	Sycamore Valley Academy
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Winter Diag
Prior Diagnostic	None

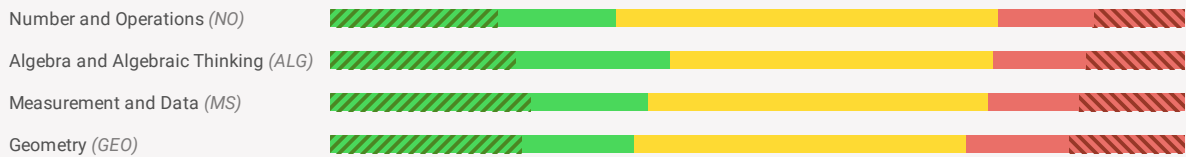
Criterion Referenced

Overall Placement

Students Assessed/Total: 377/388



Placement by Domain














Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		32%	11%	57%	0%	0%	37/37
Grade 1		14%	9%	77%	0%	0%	44/45
Grade 2		10%	15%	56%	20%	0%	41/41
Grade 3		20%	18%	45%	14%	2%	44/46
Grade 4		7%	18%	52%	18%	5%	44/45
Grade 5		14%	14%	31%	26%	14%	42/44

School	Sycamore Valley Academy
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Winter Diag
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		8%	33%	30%	10%	20%	40/43
Grade 7		16%	20%	16%	11%	38%	45/47
Grade 8		18%	15%	33%	8%	28%	40/40



THE ACADEMIES CMO

Blue Oak Academy



STUDENT GROWTH SUMMARY REPORT

SPRING 2025

FOR:

2024-2025 WHOLE SCHOOL REPORT CARD - TRIMESTER 3

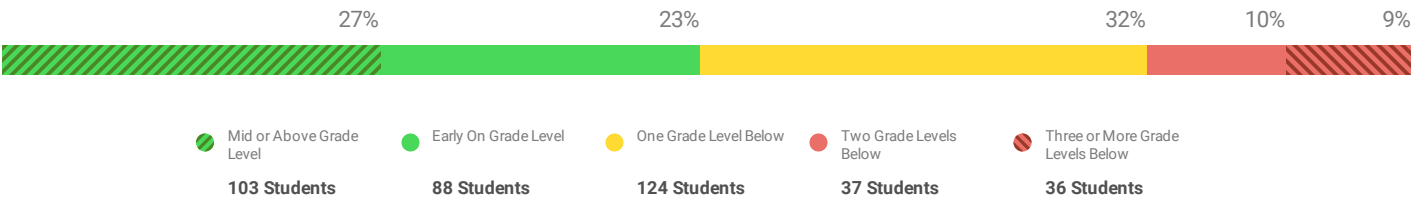
GENERATED: JULY 22, 2025

School	Blue Oak
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Spring (March 2 - End of Year)
Prior Diagnostic	None

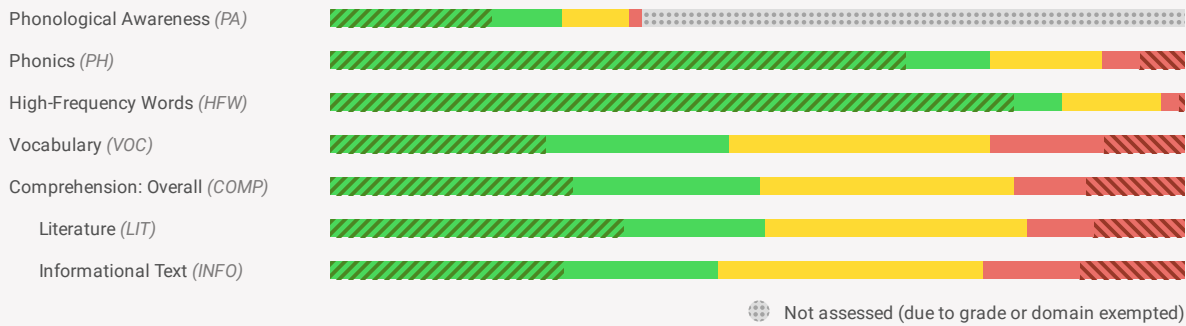
Criterion Referenced

Overall Placement

Students Assessed/Total: 388/390



Placement by Domain








Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K	<div><div></div><div></div><div></div></div>	41%	33%	26%	0%	0%	54/54
Grade 1	<div><div></div><div></div><div></div></div>	27%	12%	61%	0%	0%	41/41
Grade 2	<div><div></div><div></div><div></div><div></div></div>	30%	24%	35%	11%	0%	46/46
Grade 3	<div><div></div><div></div><div></div><div></div><div></div></div>	24%	37%	24%	12%	2%	41/41

Diagnostic Results



School	Blue Oak
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Spring (March 2 - End of Year)
Prior Diagnostic	None

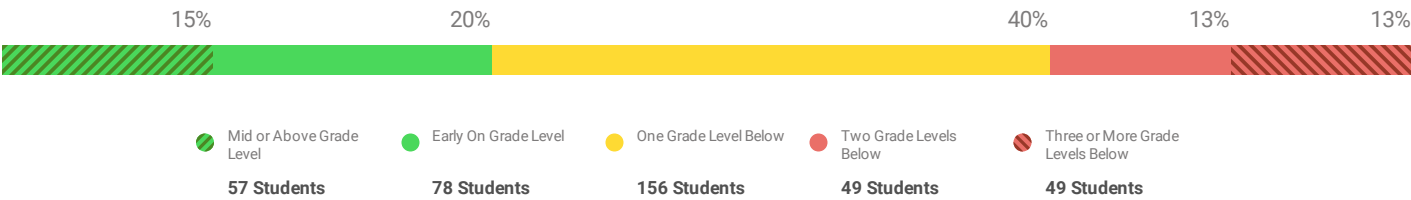
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		18%	18%	41%	16%	7%	44/44
Grade 5		15%	28%	25%	20%	13%	40/42
Grade 6		29%	17%	27%	12%	15%	41/41
Grade 7		22%	10%	24%	12%	32%	50/50
Grade 8		29%	26%	26%	3%	16%	31/31

School	Blue Oak
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Spring (March 2 - End of Year)
Prior Diagnostic	None

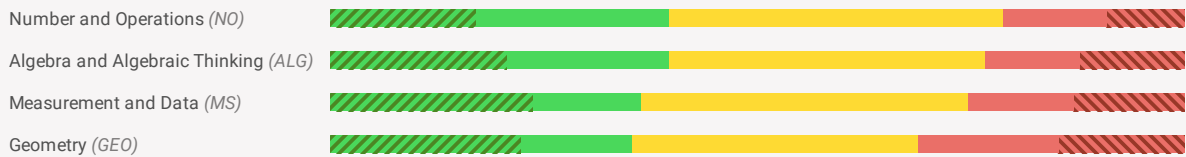
Criterion Referenced

Overall Placement

Students Assessed/Total: 389/390



Placement by Domain








Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		30%	35%	35%	0%	0%	54/54
Grade 1		29%	22%	46%	2%	0%	41/41
Grade 2		22%	15%	50%	13%	0%	46/46
Grade 3		7%	24%	49%	17%	2%	41/41
Grade 4		7%	16%	41%	25%	11%	44/44
Grade 5		5%	12%	39%	20%	24%	41/42

Diagnostic Results



School	Blue Oak
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Spring (March 2 - End of Year)
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		17%	12%	29%	17%	24%	41/41
Grade 7		4%	22%	28%	12%	34%	50/50
Grade 8		6%	16%	48%	10%	19%	31/31



THE ACADEMIES CMO

Sycamore Valley Academy



STUDENT GROWTH SUMMARY REPORT

SPRING 2025

FOR:

2024-2025 WHOLE SCHOOL REPORT CARD - TRIMESTER 3

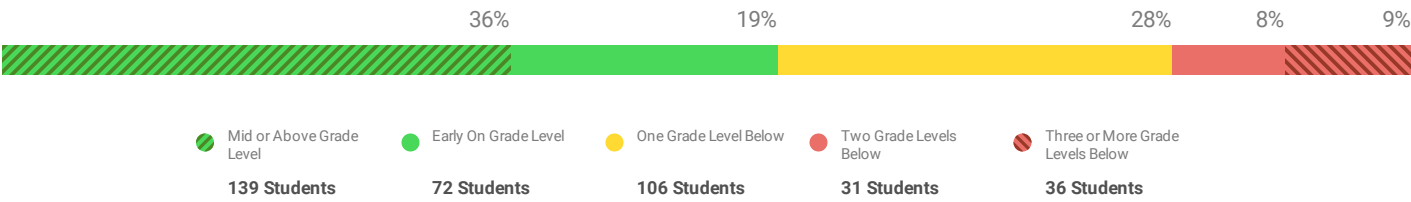
GENERATED: JULY 14, 2025

School	Sycamore Valley Academy
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Spring Diag.
Prior Diagnostic	None

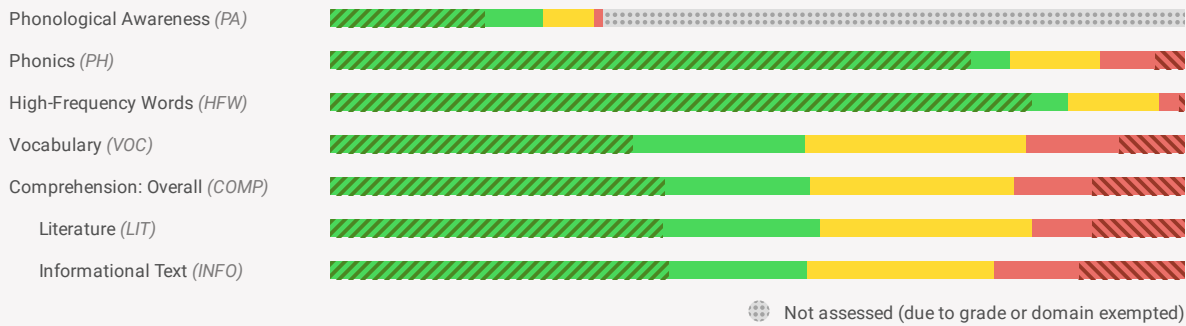
Criterion Referenced






Overall Placement

Students Assessed/Total: 384/388













Placement by Domain



Switch Table View		Choose to Show Results By					
Placement Summary		Grade					Showing 9 of 9
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K	<div><div></div><div></div><div></div></div>	43%	32%	24%	0%	0%	37/37
Grade 1	<div><div></div><div></div><div></div></div>	47%	20%	33%	0%	0%	45/45
Grade 2	<div><div></div><div></div><div></div><div></div></div>	38%	15%	38%	10%	0%	40/41
Grade 3	<div><div></div><div></div><div></div><div></div></div>	35%	17%	30%	17%	0%	46/46

School	Sycamore Valley Academy
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Spring Diag.
Prior Diagnostic	None

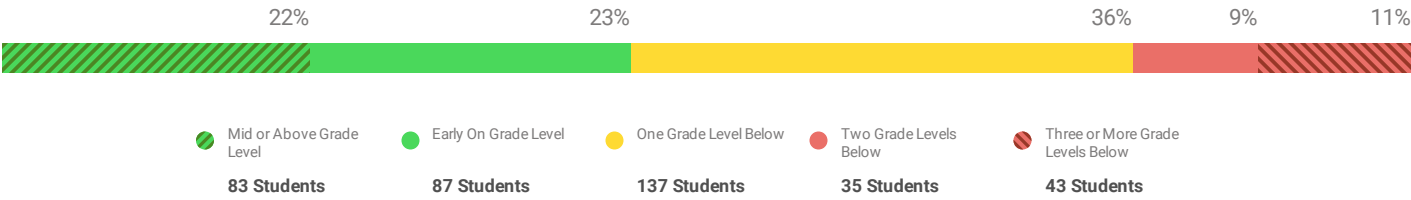
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		32%	27%	32%	7%	2%	44/45
Grade 5		16%	19%	37%	23%	5%	43/44
Grade 6		37%	14%	23%	7%	19%	43/43
Grade 7		37%	11%	13%	4%	35%	46/47
Grade 8		43%	15%	18%	3%	23%	40/40

School	Sycamore Valley Academy
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Spring Diag.
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: 385/388



Placement by Domain














Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		41%	14%	46%	0%	0%	37/37
Grade 1		33%	27%	40%	0%	0%	45/45
Grade 2		17%	22%	51%	10%	0%	41/41
Grade 3		22%	33%	38%	7%	0%	45/46
Grade 4		20%	23%	45%	9%	2%	44/45
Grade 5		16%	23%	21%	19%	21%	43/44

School	Sycamore Valley Academy
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Spring Diag.
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		7%	28%	37%	12%	16%	43/43
Grade 7		17%	19%	19%	17%	28%	47/47
Grade 8		23%	13%	25%	8%	33%	40/40

EOY Student Academic Performance

2024-25



TACMO Board Meeting - August 19, 2025

Vision

We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

Mission

The mission of our school is to engage every student in a manner which cultivates growth and nurtures their curiosity, creativity, and talents. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their gifts to a better, more equitable world.

Guiding Principles for Instruction

- 1- Multi-age grouping
- 2- Differentiation
- 3- Project-based learning (“PBL”)
- 4- Gifted education for all students
- 5- Development of scholarly habits of mind
- 6- Enriched curriculum
- 7- Social and emotional learning (“SEL”)
- 8- Authentic assessment and mastery orientation
- 9- Collaboration in the whole school community

Charter Petition: #8 Local Assessments

We use computer-adaptive, nationally normed interim assessments and a Report Card to track and monitor that student progress is continual. We are then able to address stagnation or declines as quickly as possible. See Appendix E, “Sample NWEA MAP Reports” and see Appendix I, “Sample Student Report Card.” In addition to the local assessment, students will experience the following authentic assessments as well:

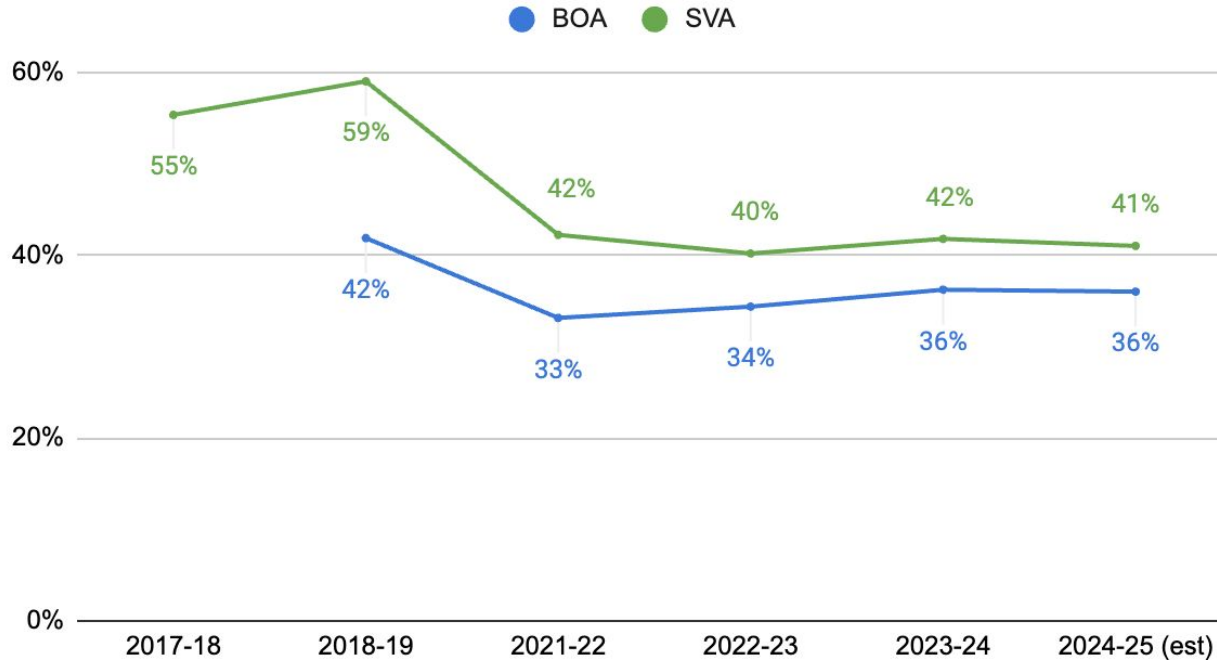
- Evaluation via projects, performances, collaborative work, teacher observation, Socratic seminars, art, and drama in addition to paper and pencil outputs.
- Student portfolios, a collection of work samples from content areas for the duration of the school year that also include a reflection piece to each work sample provided. With reflection provided to each piece throughout the year, families and teachers can see evidence of growth over the year.

**Not everything that can be counted
counts, and not everything that counts
can be counted.**

- Albert Einstein (maybe)

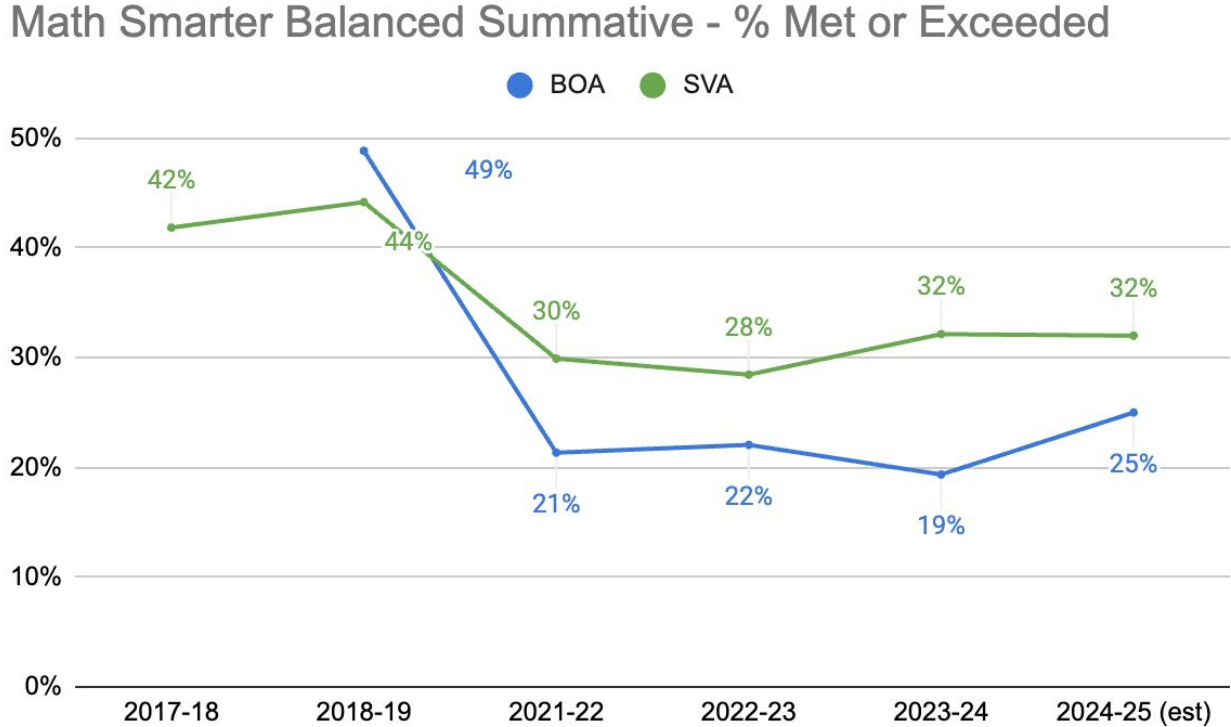
Longitudinal CAASPP Meeting/Exceeding Standard - ELA

ELA Smarter Balanced Summative - % Met or Exceeded



Source: 2017-28 through 2023-24 from CA School Dashboard, 2024-25 estimate from TOMS

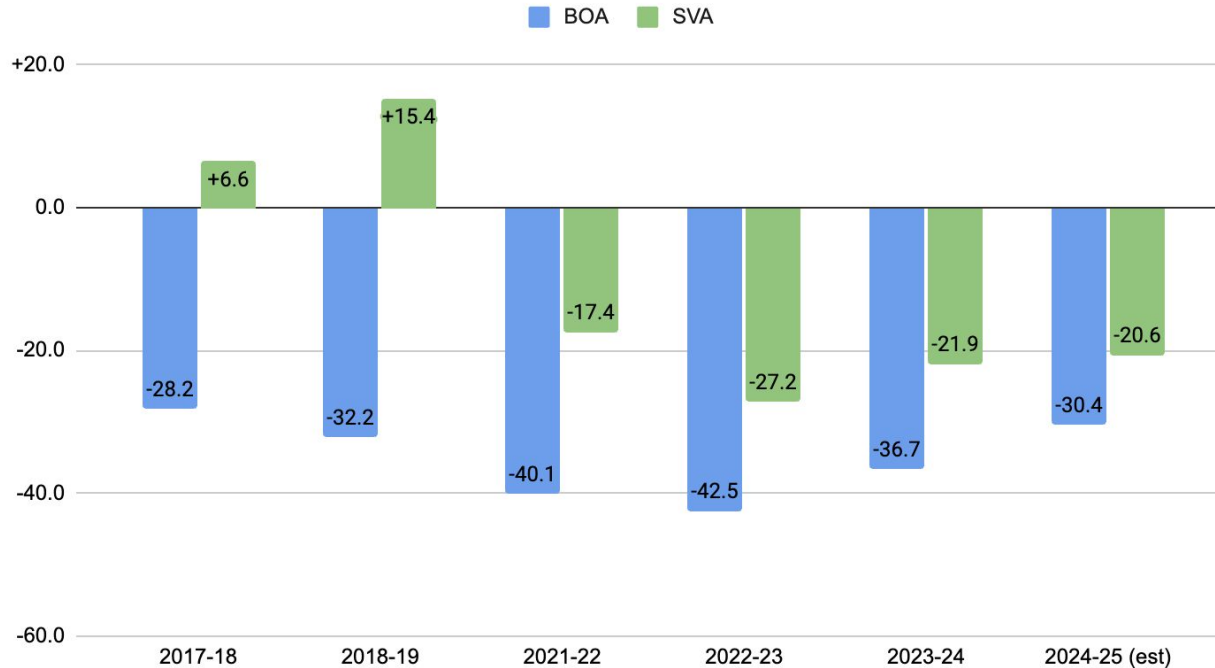
Longitudinal CAASPP Meeting/Exceeding Standard - Math



Source: 2017-28 through 2023-24 from CA School Dashboard, 2024-25 estimate from TOMS

Longitudinal CAASPP Distance from Standard - ELA

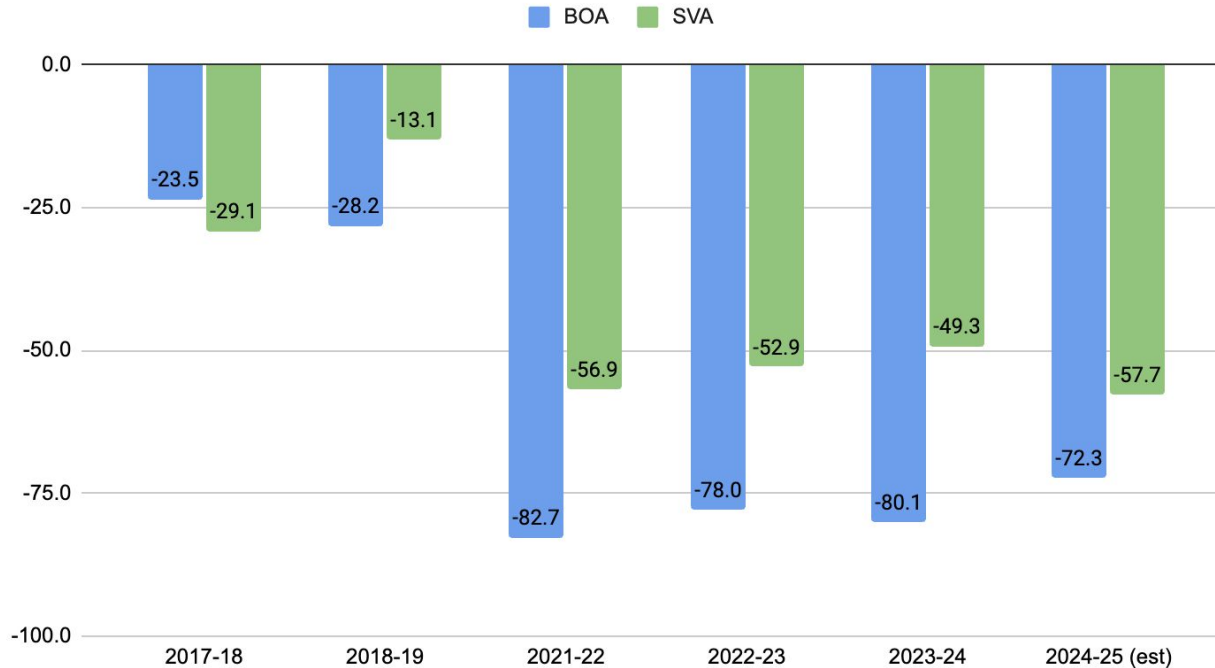
ELA Smarter Balanced Summative - Distance From Standard (DFS)



Source: 2017-28 through 2023-24 from CA School Dashboard, 2024-25 estimate from TOMS

Longitudinal CAASPP Distance from Standard - Math

Math Smarter Balanced Summative - Distance From Standard (DFS)



Source: 2017-28 through 2023-24 from CA School Dashboard, 2024-25 estimate from TOMS

Longitudinal i-Ready Mid-Above Grade Level - Reading

Mid or Above Grade Level - Reading			
School	Test	2023-24	2024-25
BOA	Diag 1	12%	12%
	Diag 2	21%	19%
	Diag 3	29%	27%
	BOY to EOY	17 pt gain	15 pt gain
SVA	Diag 1	15%	19%
	Diag 2	28%	27%
	Diag 3	36%	36%
	BOY to EOY	21 pt gain	17 pt gain

Source: 2023-24 and 2024-25 BOA/SVA Whole School Report Cards

Longitudinal i-Ready Mid-Above Grade Level - Math

Mid or Above Grade Level - Math			
School	Test	2023-24	2024-25
BOA	Diag 1	2%	3%
	Diag 2	9%	8%
	Diag 3	17%	15%
	BOY to EOY	15 pt gain	12 pt gain
SVA	Diag 1	5%	7%
	Diag 2	15%	15%
	Diag 3	26%	22%
	BOY to EOY	21 pt gain	15 pt gain

Source: 2023-24 and 2024-25 BOA/SVA Whole School Report Cards

Findings

CAASPP

- Performance fell from 2019 to 2022 in ELA and Math
- % of students meeting/exceeding standard in ELA increased by 1 pp since 2022
- % of students meeting/exceeding standard in Math increased by 3 pp since 2022
- DFS improved in ELA by 3.3 points since 2022
- DFS improved in Math by 4.8 points since 2022

i-Ready

- BOY baseline performance increased in Reading and Math over 2 years
- EOY performance decreased in all areas except SVA Reading
- BOY to EOY gains were higher in 2023-24 than in 2024-25





FAMILY HANDBOOK 2025-2026



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WELCOME MESSAGE

The Academies: Elevating Academics in an Enriching Environment

Welcome to The Academies Charter Management Organization (TACMO) family! We are thrilled you have chosen to take part in the journey to realize the mission and vision of TACMO in our community!

The mission of our school is to engage every student in a manner which cultivates growth and nurtures their curiosity, creativity, and talents. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their gifts to a better, more equitable world.

Our vision is to create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

This Family Handbook is a reference guide for the families of students at TACMO. It provides general information regarding our policies and procedures. We encourage you to read this Handbook carefully. The policies set forth here may be changed from time to time at TACMO's discretion. Once you have reviewed this Handbook, please sign the acknowledgement form at the end of this Handbook and return it to your child's teacher. This signed acknowledgement demonstrates to TACMO that you have read, understand and agree to comply with the policies and procedures outlined in the Handbook.

If you have any questions about this Handbook or any policy or procedure of The Academies, please reach out to our Principals, Superintendent or Board Chairperson.

We look forward to working together to achieve TACMO's mission and vision, proving that schools that put students first can be successful both in quantitative and qualitative terms, and that a student-centered focus produces maximal student, staff, and family well-being.

Sincerely,

Karin Aure, Ed.D.
Superintendent
The Academies Charter
Management Organization

Corey Morse
Principal
Sycamore Valley Academy

Staci Soares
Principal
Blue Oak Academy

Alex Tietjen
Board Chair and BOA Parent
The Academies Charter
Management Organization

ABOUT THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION (TACMO)

The Academies Charter Management Organization (TACMO) is the nonprofit organization that operates Sycamore Valley Academy (SVA) and Blue Oak Academy (BOA). The nonprofit was created to support the development of SVA, which was founded by a team of community leaders led by Ruth Dutton, who became the school's first Superintendent. Visalia Unified School District authorized the charter for SVA on October 11, 2011. In 2016, the SVA team decided it would serve the mission/vision of the school, and the larger community, to grow the organization and open a second school, BOA. At this time, the nonprofit was renamed TACMO. Tulare County Office of Education authorized both schools' charters on December 9, 2016. Dr. Donya Ball served as the organization's second Superintendent for six years, from 2019-20 to 2024-25. In July 2025, Dr. Karin Aure, one of SVA's founders, was named the third Superintendent.

There are many ways Sycamore Valley Academy and Blue Oak Academy differ from other educational models and systems. Here are some of its most identifiable distinctions:

MULTI-AGE GROUPING/LOOPING

- Our school employs multi-age grouping and looping structures to enhance student-centered and differentiated instruction. Looping is when teachers follow students for at least two years. In multi-age classrooms, students from two or more grade levels are grouped together. Research has shown that both structures can lead to improved academic outcomes and social-emotional development, as well as foster a more personalized learning experience for students.

DIFFERENTIATION

- We utilize the common core standards in a student-responsive way. We keep students challenged according to what they are ready for next - not their date of birth. We use the GATE standards (acceleration, depth, complexity, and novelty) as well as accommodations and modifications, as necessary, to differ the curriculum and develop our students as thinkers.

MASTERY ORIENTATION

- Our atmosphere is geared toward the goal of constant learning for all. For students, we have removed impediments to learning such as teaching grade level only objectives, so that students are able to learn and grow at their own rate.

THEMATIC LEARNING (AKA "UNIVERSAL THEMES")

- We unify the core academic subject areas through larger, conceptual themes to help students develop the habit of connection-making and seeing the "big picture," as well as to provide relevance for their learning.

PROJECT-BASED LEARNING

- Each class completes a minimum of three project-based learning units over the course of the academic year. We use projects to make learning meaningful and personal for students, and to facilitate the development of higher-level, critical thinking skills, and 21st Century skills. We use the Buck Institute and the PBL core models for PBL to design high quality, interdisciplinary projects for students.

ENRICHMENT

- We devote significant instructional time to subject areas that other schools consider “extras” or do not provide at all. These include Art, Music Appreciation, and Spanish language. In addition, we place a priority on enriching instruction in the core academics – using authentic literature for English/Language Arts, for example, and providing hands-on Science instruction in all classes.

SOCIAL-EMOTIONAL LEARNING

- Teachers devote time to the development of students’ social-emotional awareness and skills through the use of Classroom Meetings, and a school-wide instruction of social-emotional skills such as empathy, emotion management, problem solving, self-regulation, executive function skills, and skills for learning.

AUTHENTIC ASSESSMENT

- Student learning is evaluated in multiple ways, including performance-based assessments (e.g., projects, performances, collaborative work, teacher observation, Socratic seminars) as well as formative and summative assessments. Student portfolios, including work samples across content areas, provide evidence of learning. The i-Ready Diagnostic assessment is administered three times each year for additional progress monitoring and benchmarking. TACMO believes multiple and varied sources of data provide the clearest picture of student learning.

PARENT PARTNERING

- SVA and BOA values the wisdom and insight of parents, and invites parents to participate in the life of the school. We welcome parent volunteers and involvement.

All of the above features are anchored in The Academies Charter Management Organization’s core belief that school programs should be designed with the goal to produce well-adjusted adults, not aligned behind particular tests or exams. With this in mind, TACMO has identified the following school-wide **Learning Outcomes**, which, along with our **Motto**, **Mission**, and **Vision**, consistently inform TACMO staff as we implement our program.

LEARNING OUTCOMES

- Inquisitive, critical thinkers
- Virtuous, courageous, and intelligent individuals
- Self-motivated, competent, life-long learners
- Confident leaders in the 21st century world
- Creative and effective problem-solvers
- Empowered, able citizens in a democratic society

MOTTO

Elevating Academics in an Enriching Environment

BLUE OAK ACADEMY STAFF LIST 2025-26



BOA ALL STAFF LIST 2025-26

August 2025

Last Name	First Name	Title/Position	Email
CHARTER MANAGEMENT ORGANIZATION ADMINISTRATIVE AND SUPPORT STAFF			
Aure	Karin	Superintendent	kaure@theacademiescharters.org
Dolin	Shauna	Human Resources Director	sdolin@theacademiescharters.org
Van Groningen	Claudia	Operations Director	claudiav@theacademiescharters.org
Nelson	Stacey	Administrative Manager	snelson@theacademiescharters.org
Eastman	Krystal	CMO Office Assistant	keastman@theacademiescharters.org
Jones	Jackie	Mental Health Clinician	jjones@theacademiescharters.org
Morse	Corey	Director of Special Education	cmorse@sycamorevalleyacademy.org
Boehme	Renee	School Psychologist	rboehme@theacademiescharters.org
Roepke-Brenner	Katie	School Nurse	kroepke-brenner@theacademiescharters.org
Ventura	Lauren	After School Program Coordinator	lventura@theacademiescharters.org
BLUE OAK ACADEMY ADMINISTRATIVE AND SUPPORT STAFF			
Soares	Staci	Principal	ssoares@blueoakacademy.org
Vance	Alexis	Vice Principal	avance@blueoakacademy.org
Rosales	Valarie	School Psychologist Intern	vrosales@blueoakacademy.org
Anderson	Wendy	Office Assistant	wendyanderson@blueoakacademy.org
Nunez	Christina	Office Assistant	cnunez@blueoakacademy.org
Guzman	Laura	Health Aide	lguzman@blueoakacademy.org
Lira	Sue	Custodian	slira@blueoakacademy.org

BLUE OAK ACADEMY CORE ACADEMIC TEACHING STAFF			
Johnson	Cristina	Instructional Coach	cjohnson@blueoakacademy.org
Aguilar	Laurie	Transitional Kindergarten Teacher	laguilar@blueoakacademy.org
Ramage	Jennifer	Transitional Kindergarten Teacher	jramage@blueoakacademy.org
Ice	Alexandra	Kindergarten Teacher	aice@blueoakacademy.org
Weeaks	Tina	Kindergarten Teacher	tweeaks@blueoakacademy.org
Jones	Brittani	1 st Grade Teacher	bjones@blueoakacademy.org
Nunes	Sandra	1 st Grade Teacher	snunes@blueoakacademy.org
Anderson	Audrey	2 nd Grade Teacher	audreyanderson@blueoakacademy.org
Leonardo	Jennifer	2 nd Grade Teacher	jleonardo@blueoakacademy.org
Enos	Devon	3 rd Grade Teacher	denos@blueoakacademy.org
Perez	Stephanie	3 rd Grade Teacher	sperez@blueoakacademy.org
Gonzales	Cecilia	4 th / 5 th Grade Teacher	cgonzales@blueoakacademy.org
Rocha	Melanie	4 th / 5 th Grade Teacher	mrocha@blueoakacademy.org
Rodriguez	Gabriel	4 th / 5 th Grade Teacher	grodriguez@blueoakacademy.org
Britter	David	Middle School Teacher	dbritter@blueoakacademy.org
Gravitt	Kristina	Middle School Teacher	kgravitt@blueoakacademy.org
Ream	Julia	Middle School Teacher	jream@blueoakacademy.org
Martinez	Jacob	Middle School Teacher	martinez@blueoakacademy.org
Godinez	Leslie	Float Substitute	lgodinez@blueoakacademy.org
Pilgrim	Christa	Float Substitute	cpilgrim@blueoakacademy.org

BLUE OAK ACADEMY ENRICHMENT, INTERVENTION, AND SPECIAL EDUCATION TEACHING STAFF			
Bakke	Brianna	Education Specialist	bbakke@theacademiescharters.org
Brumfield	Thomas	Enrichment Teacher: P.E.	tbrumfield@blueoakacademy.org
Esquivel	Justine	Education Specialist	jesquivel@blueoakacademy.org
Hendershot	Jocelyn	Intervention Teacher	jhendershot@blueoakacademy.org

BLUE OAK ACADEMY STAFF LIST 2025-26 cont.

Last Name	First Name	Title/Position	Email
BLUE OAK ACADEMY ENRICHMENT, INTERVENTION, AND SPECIAL EDUCATION TEACHING STAFF (continued)			
Keck	Stephani	Intervention Teacher: Math & STEAM	skeck@blueoakacademy.org
McMahon	Shannon	Enrichment Teacher: Music	smcmahon@theacademiescharters.org
Villasenor	Arturo	Enrichment Teacher: Spanish	avillasenor@blueoakacademy.org
BLUE OAK ACADEMY PARAPROFESSIONAL & AIDE STAFF			
Aguilar	Giselle	After School Program Aide	gaguilar@blueoakacademy.org
Alcala	Bianca	Behavior Tech Aide	balcala@blueoakacademy.org
Ananian	Gina	Para-Gen Education: P.E & Gen-Act Aide	gananian@blueoakacademy.org
Ananian	Gina	Library Aide	gananian@blueoakacademy.org
Anderson	Eric	Para-Gen Education: Percussion	eanderson@blueoakacademy.org
Brookshire	Baylee	General Activities Aide	bbrookshire@blueoakacademy.org
Bursiaga	Morgan	After School Program Aide	mbursiaga@blueoakacademy.org
Gonzales	Taliah	General Activities & ASP Aide	tgonzales@blueoakacademy.org
Clark	Kristen	General Activities & ASP Aide	kclark@blueoakacademy.org
Clark	Reagan	Para-General Education	rclark@blueoakacademy.org
Contreras	Jadeyn	General Activities Aide	jcontreras@blueoakacademy.org
Dias	Kaila	Para-Special Education & ASP Aide	kdias@blueoakacademy.org
Eslick	Jessica	Para-Special Education	jeslick@blueoakacademy.org
Galindo	Erica	Para-Gen Education: Intervention	egalindo@blueoakacademy.org
Gallardo	Mikha	General Activities Aide	mgallardo@blueoakacademy.org
Garcia	Nereida	General Activities & ASP Aide	ngarcia@blueoakacademy.org
Ge	Ling	General Activities Aide	lge@blueoakacademy.org
Gutierrez	Isabel	General Activities Aide	igutierrez@blueoakacademy.org
Hobbs	Savannah	Para-Special Education	shobbs@blueoakacademy.org
Lucero	Alexa	ASP Aide	alucero@blueoakacademy.org
McGill	Briana	General Activities Aide	bmcgill@blueoakacademy.org
Medina	Corina	General Activities Aide	cmedina@blueoakacademy.org
Mercado	Iris	Para-Special Education	imercado@blueoakacademy.org
Mercado Rosales	Nereida	Para-Special Education	nmercado@blueoakacademy.org
Merrill	Anessa	General Activities & ASP Aide	amerrill@blueoakacademy.org
Merrill	Meghan	Behavior Tech Aide	mmerrill@blueoakacademy.org
Nunez	Mariella	General Activities Aide	mnunez@blueoakacademy.org
Olea	Natalie	Para-Special Education & ASP Aide	nolea@blueoakacademy.org
Pickett	Jasmine	Para-General Education	jpickett@blueoakacademy.org
Prendiz	Ashlyn	After School Program Aide	aprendiz@blueoakacademy.org
Ruiz	Janet	Para-Special Education	jruiz@blueoakacademy.org
Turley	Sherry	Para-General Education (Art)	sturley@blueoakacademy.org
Turri	Skyler	General Activities Aide	sturri@blueoakacademy.org
Valencia	Cindy	General Activities & ASP Aide	cvalencia@blueoakacademy.org
Vazquez	Karla	General Activities Aide	kvazquez@blueoakacademy.org
Villagomez	Jessica	Para-Special Education	jvillagomez@blueoakacademy.org
Wilkins	Danielle	Para-Special Education	dwilkins@blueoakacademy.org

COMMUNICATING WITH TACMO STAFF

TACMO classroom teachers and other staff are open and eager to hear thoughts, questions, comments, and concerns. When you have something to share with our staff, we want to be able to give that comment or concern our full attention.

In order to do this effectively and safely, please review and follow these guidelines for when and how to communicate with staff.

Teachers and other staff use the ParentSquare app which allows them to quickly send important information and reminders to families. Within the first days of school, teachers will give out information about connecting to this service. Please make sure that we have up-to-date cell phone information. In addition, please follow the following guidelines for communicating with staff:

- Try to use **EMAIL or ParentSquare messaging** first! During the school day, we expect our staff to have their full attention turned to the safety of our students and to supporting their learning.
- If you are unable to sort out the concern via email or need to speak directly to the teacher, please email to **set an appointment** with the teacher. The teacher will always be more able to give you his/her attention in a scheduled appointment.
- If you do see the teacher or staff in the hall and are desperate to meet, please ask that teacher first, “Do you have time to see me now? If not, when could I come back and speak with you?” This allows for the teacher to talk with you if he/she is available, or to let you know when it would be more appropriate.
- Please remember that teachers need to keep their focus on students' learning and safety the whole school day, including during morning line up and while on duty supervising students after the final bell. During the instructional day, teachers' breaks from the classroom are short and rely on coverage by another staff member.

Communication between parents/guardians and staff must remain respectful, productive, and focused on finding solutions.

Working together we can address the thoughts and concerns of parents as they arise while also keeping the focus on learning and student safety during our instructional days. For complaints, please see the “Complaint Procedures” section of this Handbook.

ACADEMIC CALENDAR



ACADEMIC CALENDAR

2025-2026

AUGUST 2025 (13)

MON	TUE	WED	THU	FRI
				1
4	5	6 X	7 X	8 X
11 T	12 T	13 E	14	15
18	19	20 E	21	22
25	26	27 E	28	29

SEPTEMBER 2025 (20)

MON	TUE	WED	THU	FRI
1 H	2	3 E	4	5
8	9	10 E	11	12
15	16	17 E	18	19 X
22	23	24 E	25	26
29	30			

OCTOBER 2025 (21)

MON	TUE	WED	THU	FRI
		1 E	2	3
6	7	8 E	9	10
13 H	14 X	15 E	16	17
20	21	22 E	23	24
27	28	29 E	30	31

NOVEMBER 2025 (11)

MON	TUE	WED	THU	FRI
3	4	5 E	6	7*
10 L	11 H	12 E	13	14
17	18	19 E	20 C	21 C
24 L	25 L	26 L	27 H	28 L

DECEMBER 2025 (15)

MON	TUE	WED	THU	FRI
1	2	3 E	4	5
8 ■	9	10 E	11	12
15	16	17 E	18	19 ■
22 L	23 L	24 L	25 H	26 L
29 L	30 L	31 L		

JANUARY 2026 (14)

MON	TUE	WED	THU	FRI
			1 H	2 L
5 L	6 L	7 L	8 L	9 L
12	13	14 E	15	16
19 H	20	21 E	22	23
26 ■	27	28 E	29	30

FEBRUARY 2026 (18)

MON	TUE	WED	THU	FRI
2	3	4 E	5	6
9	10	11 E	12	13 X
16 H	17	18 E	19	20
23	24	25 E	26	27

MARCH 2026 (20)

MON	TUE	WED	THU	FRI
2	3	4 E	5	6*
9	10	11 E	12	13
16	17	18 E	19	20
23	24	25 EC	26 ■C	27 ■C
30 L	31 L			

APRIL 2026 (18)

MON	TUE	WED	THU	FRI
		1 L	2 L	3 L
6 L	7	8 E	9	10
13	14	15 E	16	17
20	21	22 E	23	24
27	28	29 E	30	

MAY 2026 (20)

MON	TUE	WED	THU	FRI
				1
4 ■	5	6 E	7	8
11	12	13 E	14	15
18	19	20 E	21	22
25 H	26	27 E	28	29

JUNE 2026 (5)

MON	TUE	WED	THU	FRI
1	2	3 E	4	5* ■
8	9	10	11	12
15	16	17	18	19 H
22	23	24	25	26
29	30			

 No Student Attendance: School NOT in Session

 Regular School Day: Grades TK-8

E Early Release Day: Grades TK-8 dismiss at 1:00 PM

■ Minimum Day: Grades TK-8 dismiss at 12:15 PM

*End of Trimester

C = Conference Day

H = National Holiday

L = Local Student
Non-Attendance Day

X = Staff Development

T = Teacher Work Day



- ☒ Optional After-School Programs run until 5:30 PM
- ☒ Students must be in line and ready to learn at 8:10 AM
- ☒ Breakfast served from 7:45 AM – 8:05 AM daily

GRADES TK + K		GRADE 1		GRADES 2 + 3		GRADES 4 + 5		GRADES 6 + 7 + 8	
7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes	8:10	Instruction Begins 1 Hour 20 Minutes	8:10	Instruction Begins 1 Hour 50 Minutes	8:10	Instruction Begins 2 Hours 10 Minutes	8:10	Instruction Begins 2 Hours 35 Minutes
9:30	Recess Begins	9:30	Recess Begins	10:00	Recess Begins	10:20	Recess Begins	10:45	Break Begins
9:50	Recess Ends Instruction Begins 1 Hour 10 Minutes	9:50	Recess Ends Instruction Begins 1 Hour 35 Minutes	10:20	Recess Ends Instruction Begins 1 Hour 30 Minutes	10:40	Recess Ends Instruction Begins 1 Hour 35 Minutes	11:00	Break Ends Instruction Begins 1 Hour 40 Minutes
11:00	TK Lunch/Recess Begin	11:25	Lunch/Recess Begin	11:50	Lunch/Recess Begin	12:15	Lunch/Recess Begin	12:40	Lunch Break Begins
11:25	K Lunch/Recess Begin	12:05	Lunch/Recess End Instruction Begins 1 Hour 15 Minutes	12:30	Lunch/Recess End Instruction Begins 1 Hour 15 Minutes	12:55	Lunch/Recess End Instruction Begins 1 Hour 10 Minutes	1:20	Lunch Break Ends Instruction Begins 2 Hours 10 Minutes
11:40	TK Lunch/Recess End Instruction Begins 1 Hour 50 Minutes	1:20	Recess Begins	1:45	Recess Begins	2:05	Recess Begins	3:30	Dismissal
12:05	K Lunch/Recess End Instruction Begins 1 Hour 25 Minutes	1:40	Recess Ends Instruction Begins 1 Hour 50 Minutes	2:05	Recess Ends Instruction Begins 1 Hour 25 Minutes	2:25	Recess Ends Instruction Begins 1 Hour 5 Minutes		
1:30	Dismissal	3:30	Dismissal	3:30	Dismissal	3:30	Dismissal		



DAILY SCHEDULE • EARLY RELEASE DAY

2025-2026



- ☒ Optional After-School Programs run until 5:30 PM
- ☒ Students must be in line and ready to learn at 8:10 AM
- ☒ Breakfast served from 7:45 AM – 8:05 AM daily

GRADE TK + K		GRADE 1		GRADE 2 + 3		GRADE 4 + 5		GRADES 6 + 7 + 8	
7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes	8:10	Instruction Begins 1 Hour 20 Minutes	8:10	Instruction Begins 1 Hour 50 Minutes	8:10	Instruction Begins 2 Hours 10 Minutes	8:10	Instruction Begins 2 Hours 35 Minutes
9:30	Recess Begins	9:30	Recess Begins	10:00	Recess Begins	10:20	Recess Begins	10:45	Break Begins
9:50	Recess Ends, Instruction Begins TK 1 Hour 10 Minutes K 1 Hour 35 Minutes	9:50	Recess Ends Instruction Begins 1 Hour 35 Minutes	10:20	Recess Ends Instruction Begins 1 Hour 30 Minutes	10:40	Recess Ends Instruction Begins 1 Hour 35 Minutes	11:00	Break Ends Instruction Begins 1 Hour 40 Minutes
11:00	TK Lunch/Recess Begin	11:25	Lunch/Recess Begin	11:50	Lunch/Recess Begin	12:15	Lunch/Recess Begin	12:40	Lunch Begins
11:25	K Lunch/Recess Begin	12:05	Lunch/Recess End Instruction Begins 55 Minutes	12:30	Lunch/Recess End Instruction Begins 30 Minutes	12:55	Lunch/Recess End Instruction Begins 5 Minutes	1:00	Lunch Ends Dismissal
11:40	TK Lunch/Recess End Instruction Begins 1 Hour 20 Minutes	1:00	Dismissal	1:00	Dismissal	1:00	Dismissal		
12:05	K Lunch/Recess End Instruction Begins 55 Minutes								
1:00	Dismissal								



DAILY SCHEDULE • MINIMUM DAY

2025-2026



- ☒ Optional After-School Programs run until 5:30 PM
- ☒ Students must be in line and ready to learn at 8:10 AM
- ☒ Breakfast served from 7:45 AM – 8:05 AM daily

GRADE TK + K	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes
9:30	Recess Begins
9:45	Recess Ends Instruction Begins 1 Hour
10:45	Lunch/Recess Begin
11:25	Lunch/Recess End Instruction Begins 50 Minutes
12:15	Dismissal

GRADE 1	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes
9:30	Recess Begins
9:45	Recess Ends Instruction Begins 1 Hour 20 Minutes
11:05	Lunch/Recess Begin
11:45	Lunch/Recess End Instruction Begins 30 Minutes
12:15	Dismissal

GRADE 2 + 3	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 35 Minutes
9:45	Recess Begins
10:00	Recess Ends Instruction Begins 1 Hour 5 Minutes
11:05	Lunch/Recess Begin
11:45	Lunch/Recess End Instruction Begins 30 Minutes
12:15	Dismissal

GRADE 4 + 5	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 50 Minutes
10:00	Recess Begins
10:15	Recess Ends Instruction Begins 1 Hour 10 Minutes
11:25	Lunch/Recess Begin
12:05	Lunch/Recess End Instruction Begins 10 Minutes
12:15	Dismissal

GRADES 6 + 7 + 8	
7:35	Campus Opens
8:10	Instruction Begins 2 Hours 5 Minutes
10:15	Break Begins
10:30	Break Ends Instruction Begins 1 Hour 25 Minutes
11:55	Lunch Begins
12:15	Lunch Ends Dismissal

MINIMUM DAY SCHEDULE

All grades dismiss at 12:15 PM on the following minimum days:

Monday • December 8, 2025	Friday • March 27, 2026
Friday • December 19, 2025	Monday • May 4, 2026
Monday • January 26, 2026	Friday • June 5, 2026
Thursday • March 26, 2026	

FOGGY DAY SCHEDULE

Blue Oak Academy will be open at regular start times every day of the school calendar, but families are advised to exercise extra caution when traveling to school in foggy weather, or may opt to bring students to school late, after the fog has lifted.

Students will not be penalized for being tardy. Please provide a written or phone excuse to the school, indicating foggy weather as the reason for the student's delay.

DROP OFF AND PICK UP PROCEDURES

The following is TACMO Student Policy 12-009.

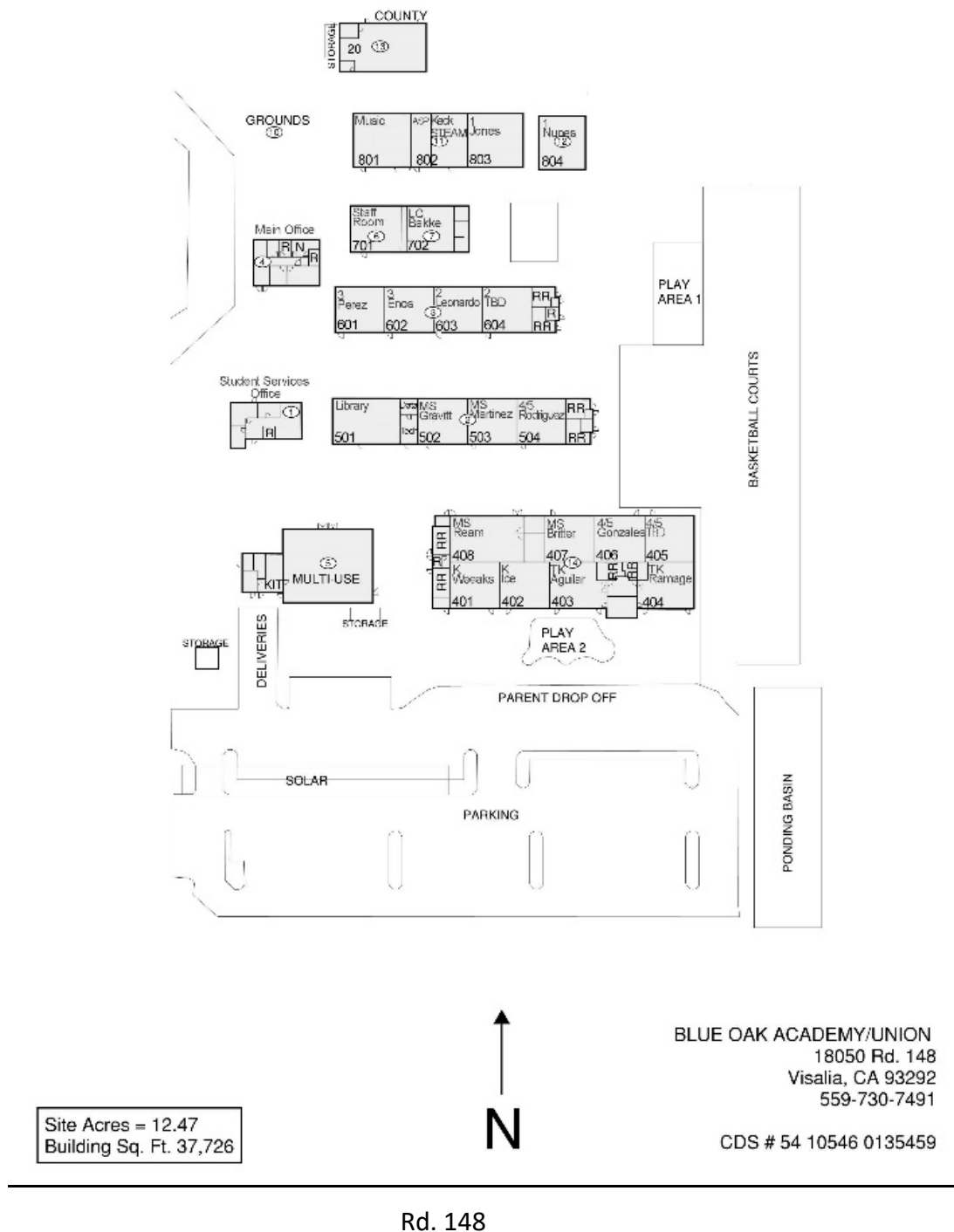
Gates will open at 7:35 AM. Students are not allowed on campus prior to that time. Once a student arrives at school, he/she may not leave campus before dismissal unless a parent or guardian signs the student out at the front office. Parents and students should be aware that no adult supervision is provided prior to 7:35 AM, and neither TACMO nor Tulare County Office of Education assumes any responsibility for students who are dropped off at the school site prior to that time.

All students will report to their classrooms by 8:10 AM when the start bell rings. Other than the first day of school, parents are discouraged from escorting students on campus. After 8:10, all adults and children must first go through proper check-in at the school's front office. ***NOTE: Any students arriving after 8:15 are tardy and MUST obtain a note from the office before going to their class.**

Supervision is provided for **15 minutes** after school is out. Students who are not enrolled in ASP will be escorted to the office, where office staff will call home. Students will then be sent to ASP if parents are contacted and agree to send the child to the program, for which they will be required to register and pay associated fees. Child Welfare Services will be alerted if a student has not been picked up after 30 minutes beyond the school day and no contact has been made with the office. If a parent has an appointment with a teacher, the parent can sign in and enter campus after students are dismissed. A Kindergarten student may not wait after school for a student in another grade to be dismissed at 3:30 PM. Enrollment in the afterschool "Kindergarten Bridge" program is an option for these students.

If it is necessary to park across the street on either Rd. 148 for drop-off or pick up, parents must park their vehicle and escort their student across the street at the crosswalk. Jaywalking is prohibited by law and is unsafe for pedestrians.

Parents are asked to observe safe driving habits in the school zone. On Road 148, parallel parking is the only option. Please do not double-park, park in fire lanes or park in handicapped parking spaces (unless you display a handicapped marker/license).



PARENT DROP-OFF

Parents can use the drop-off lane in the parking lot (Caldwell) or park and walk students to the main entrance gate.

PARENT PICK-UP

Parents can use the pick-up lane in the parking lot (Caldwell) or park and pick students up from teachers at the main entrance.

ATTENDANCE

Regular attendance is essential to a student's success in school. Most subjects are taught in sequence, requiring the understanding of each concept in order of its presentation. Furthermore, regular attendance promotes the development and maintenance of scholarly habits. Persistent absenteeism creates a genuine hardship for a student and is regarded as a very serious problem. Students with excessive tardiness or absences may be required to meet with site or district personnel to discuss an improvement plan for chronic absenteeism, which may include being placed on an attendance contract.

Parents will be notified on a monthly basis of student absences in order to ensure consistent school to home communication.

VERIFICATION OF ABSENCES

If your student must be absent from school, please verify the absence by phone at **(559) 730-7422** or by email at office@blueoakacademy.org **by 10 AM on the day of the absence**. It is also acceptable (but not preferable) for your student to bring a written note signed by a parent or guardian explaining their absence from school upon their return to school.

When you call, email or write a note to verify an absence, please be sure to state the reason for the child's absence from school. No absence can be excused unless it falls within the approved list designated by California Education Code 48205 which states:

A pupil shall be excused from school when the absence is:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family*, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law. [Must be approved in advance]
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and

assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

LEAVING SCHOOL DURING THE SCHOOL DAY

As every moment of your child's learning time at BOA is valuable, please make every effort to schedule appointments outside of normal school hours. In the event that a daytime appointment cannot be avoided, please provide advance notice to your child's teacher and allow for time before your appointment to sign your child out from the front office.

TRANSFERS TO ANOTHER SCHOOL

If it becomes necessary for your child to leave BOA during the year, please notify the school as soon as possible so your transfer can be made speedily and efficiently. All permanent records will be sent directly to the new school. Your prompt notification helps BOA because it allows new students to enter from our waitlist rapidly.

INDEPENDENT STUDY POLICY

The following is TACMO Board Policy 12-020.

The Governing Board of The Academies Charter Management Organization ("TACMO"), which operates Sycamore Valley Academy and Blue Oak Academy (hereinafter, collectively the "Charter Schools") may offer independent study to meet the short or long-term educational needs of students enrolled in the Charter Schools. Independent study may be permitted, upon request, at the sole discretion of the Superintendent or designee. The Superintendent or designee's considerations for approving independent study may include, but are not limited to, the student's current academic standing, the student's grade level, the timing during the grading period, the purpose of the absence for which independent study is requested, previous participation in independent study, and input from teachers, MTSS team, 504 team, or IEP team as applicable. The Superintendent or designee shall not deny a request for independent study on the basis of race, ethnicity, age, gender, mental or physical disability or on the basis of any other protected characteristic, either actual or perceived.

Independent study is an optional education alternative in which no pupil may be required to participate, and is designed to teach the knowledge and skills of the core curriculum. The Charter Schools shall provide appropriate existing services and resources to enable students to complete their independent study successfully. The following written policies have been adopted by the TACMO Board for implementation at the Charter Schools:

1. For pupils in all grade levels and programs offered by the Charter Schools, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be ten (10) school days.
2. The Superintendent or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete three (3) assignments during any period of ten (10) school days.
 - b. In the event a pupil's educational progress falls below satisfactory levels as determined by the Charter Schools' site principal, who shall consider ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter Schools shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.
4. The Charter Schools have adopted tiered reengagement strategies* for the following pupils:

- a. All pupils who are not generating attendance for more 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil.
- b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation.
- c. Outreach from the Charter Schools to determine pupil needs, including connection with health and social services as necessary.
- d. When the evaluation described above under paragraph 2 is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil- parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:

- a. For pupils in transitional kindergarten and grades 1 to 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
 - i. Each student shall be provided opportunities for daily synchronous instruction by the student's assigned supervising teacher, as determined in the student's Master Agreement.
- a. For pupils in grades 4 to 8, inclusive, the plan to provide opportunities for both daily live interaction between the pupil and a certificated or non- certificated employee of the Charter Schools and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
 - ii. Each student shall be provided opportunities for daily live interaction with a certificated or non-certificated employee of the Charter Schools and at least weekly synchronous instruction by the student's assigned supervising teacher, as determined in the student's Master Agreement.

6. The following plan* shall be utilized to transition pupils whose families wish to return to in- person instruction from independent study expeditiously, and, in no case, later than five instructional days:

- a. Parents will make a request to the Charter Schools' Superintendent and/or site principal.
- b. Within five (5) instructional days of the request, students shall be returned to in- person instruction.

** The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who*

participate in an independent study program for fewer than 16 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein, pursuant to Education Code Section 51747, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
 - i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having

responsibility for the general supervision of the independent study course, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- *Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.*

8. The Charter School shall comply with Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Superintendent shall establish regulations to implement these policies in accordance with the law.

This policy revision was formally adopted at a meeting of The Academies Charter Management Organization Board of Directors on August 20, 2024.

CURRICULUM AND PROGRAMS

This Handbook provides an overview of the curriculum and programs that TACMO implements. Your classroom teacher can tell you more about how the curriculum is used in your specific classroom/ grade level.

Our school utilizes the Common Core State Standards, or “CCSS”. The California Department of Education (CDE) has created this helpful website with CCSS resources for families: <https://www.cde.ca.gov/re/cc/ccssresourcesparents.asp>.

The curriculum at TACMO includes English, mathematics, science, history, visual and performing arts, health, Spanish language, social-emotional learning, and physical education. In addition, TACMO provides instruction to enable students to not only meet, but to also exceed the standards through differentiated instruction and pedagogy that emphasizes critical thinking. All classes above first grade have a minimum of three project-based learning experiences per academic year to facilitate the transfer of student learning to its application. Teachers use both inquiry-based and direct instruction models to help students achieve, depending on the learning objective. Best practices in Gifted Education, which are good for all students, are utilized in all classes. These include the use of universal themes, greater use of abstract thinking tasks, interdisciplinary, and multidimensional approaches to subject matter.

In science and history, SVA and BOA “loops” its content coverage to enable our teachers to cover the required content thoroughly in our multi-age classrooms. This loop repeats so that our TK-8 students exit having covered all of the same content that they would be exposed to at another public school, however the order in which information is presented may differ from other schools.

HOMEWORK AT BLUE OAK ACADEMY

Teacher’s Discretion

At the discretion of the teacher, students may be assigned homework with varying duration for such purposes as:

- o To hold students accountable for using time wisely in class
- o To reteach concepts/skills or give families tools to help their student (to prevent further remediation)
- o To remediate when a student is lacking prerequisite skills to achieve at grade level
- o To activate interest in a learning topic
- o As part of a collaborative learning project
- o To solidify new learning through practice
- o To encourage students who are naturally curious and desire more opportunities to learn

Regardless of the degree of need a student displays, teachers will never assign an “unreasonable” amount of homework to a student. (The average should be about 10 minutes per grade. For example, a fifth grader should only be doing homework for about 50 minutes.) Please communicate with us if you are noticing this to be a concern for your child.

Two underlying assumptions about homework at TACMO:

1. Since TACMO is mindful of child development and because research suggests no *academic* benefit to homework until grades 6-8, it is the assumption of our school leadership that student time spent on homework will generally be lesser at younger ages and greater at older ages.
2. Teacher’s discretionary homework should be assigned in response to individual student needs as indicated by student performance or family request.

GRADING AND REPORTING

TACMO is on a trimester system, so we have three grading periods: Fall, Winter, and Spring. One Report Card is issued per trimester.

Fall Trimester is August through mid-November. Every student has a Parent-Teacher Conference at the end of this trimester.

Winter Trimester is mid-November through mid-March. At the end of this trimester, teachers schedule conferences with limited students based on academic or other needs. Parents/guardians of students for whom a conference was not scheduled may request a conference.

Spring Trimester is mid-March through the last day of school. There is no Parent-Teacher Conference at the end of the Spring Trimester.

TACMO Report Cards give parents information about their student's academic progress and growth and may show out-of-grade-level learning when students are working below or above grade level in certain subject areas.

Parent-Teacher Conferences include discussion of Report Cards, reviewing the portfolio of student work, and discussion of ways the family can support the student's learning at home. Report Cards have a combination of quantitative (1-4) scores, with an explanation key, along with narrative reporting and feedback on each student's Individualized Learning Plan goals.

HOW TO READ YOUR CHILD'S TRIMESTER REPORT CARD

The Scores

In the report card a key is located on the first page. The scores are not like typical "grades" but rather an indication of student performance on the teachers' standards-aligned assignments and tests given in the trimester.

Scores are reported with a 1-4 scale or an indication that an area of study has not yet been assessed:

NYA = Not Yet Assessed	1 = Objective has been introduced and student is practicing this.	2 = Student in continuing to practice the objective to develop proficiency.	3 = Student is demonstrating proficiency in the objective.	4 = Student has shown mastery of the objective.
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In addition, for **Language Arts and Math** there is narrative commentary provided by your child's teacher as well. Our Trimester Report Cards contain more narrative comments than most schools provide. This is reflective of TACMO's core belief in authentic assessment. We believe that the teacher's observations (based on student work or behavior) are equally valid measures and that this commentary is just as useful for parents/guardians as numeric or letter scores.

TACMO is committed to assessing multiple measures of a student's ability. In each Parent Conference, a portfolio of student work will be presented along with the student's report card. We believe the presentation of a student's work in the format of the **portfolio** is equally important as the report card itself.

Current trimester **1-4 scores reflect student performance on teachers' standards-aligned assignments and given in the trimester**. At this school, then, a 1 is not always a "bad" score. As our 1-4 scale indicates, it means your child is working on something that is new to him/her with the teacher's support. In particular, when the Grade Level noted above the score is beyond your child's assigned age/grade (i.e. you have a 1st grader and the column heading says "Grade Level: 2"), then 1 score shows your child is advanced in this area and is beginning to attempt the Grade 2

objectives. **A student who is on grade level will have mostly 1's and 2's in Trimester 1 and should achieve 3's or 4's in Trimester 3. It is only when a student STAYS in the 1-2 range over the course of a school year that this would be cause for concern and intervention.**

PROMOTION AND RETENTION

Students at TACMO are expected to progress through each grade within the school year. The decision whether to promote or retain a student will be based upon:

- The student's report card(s)
- Curriculum embedded reading
- English language arts, and mathematics assessments
- Mastery of content grade level standards and other assessment measures to determine if the student is eligible for promotion
- Social-emotional considerations

SCHOOL POLICIES

SCHOOL RULES

At The Academies, the focus is on learning; every student has the right to learn. Students who interfere with this right will be subject to the school's social contract procedures. The Superintendent, Principals, or Vice Principal have the authority to talk to all students involved in any incident and to determine the course of action to be taken. The following school rules apply at school, going to and from school, on any school-provided transportation, and at any event where TACMO is represented (regardless of location), and apply to all TACMO students.

1. Students will **COOPERATE** with others.
2. Students will show **ACCOUNTABILITY** by following campus-wide expectations, instructions from staff, and classroom respect agreements.
3. Students will show **RESPECT** towards themselves, others, and school property.
4. Students will show **EMPATHY** towards others.

SCHOOL- WIDE EXPECTATIONS

	Hallway	Cafeteria	Restroom	Playground	Bus	Classroom	Common areas
Cooperation I will be a team player.	Line up peacefully. Follow the school traffic patterns.	Wait in line peacefully.	Use the inside voice. Report problems. Wait your turn when there are 3 students in the bathroom.	Practice good sportsmanship. Take turns	Wait in the designated area.	Actively participate. Actively listen. Be flexible.	Wait patiently.
Accountability I will do what is expected of me, even when no one is watching.	Hands and body to self. Walk quietly and go straight to your destination.	Stay in your seat. Eat your own food. Follow adult directions- the first time.	Report problems. Hands to self.	Follow adult directions- the first time. Keeps hands, feet, and objects to self. Use the bathroom and get water during recess. Walk quickly and quietly to line up.	Stay in your seat. Follow bus rules.	Follow cellphone and technology policies. Follow dress code policy. On time and on task. Walk to and from your destination in a quiet line. Follow school rules.	Enter and exit buildings quietly.
Respect I will value myself, others, and the school environment.	Use appropriate language.	Clean up after yourself. Value personal space.	Clean up after yourself. Value personal space.	Treat equipment appropriately, and put it where it belongs.	Hands and feet to self.	Hands, feet, and objects to self.	Hands, feet, and objects to self. Clean up after yourself. Value personal space.
Empathy I will be mindful of and show care for others.	Be aware of others.	Use an inside voice.	Respect privacy and property.	Help and include others	Use an inside voice.	Be aware of others.	Use an inside voice.

SOCIAL CONTRACT AND HONOR CODE

The purpose of a comprehensive behavior system is to provide a safe and comfortable environment in which students can learn. It is the goal of all adults at TACMO to help children to learn to behave responsibly and to demonstrate respect toward people, property and process. Students at The Academies are expected to abide by our **Honor Code**, which states:

I will do what is right because it is right.

Derived from the Honor Code, the CARE 4 Principles provide greater specificity regarding what TACMO believes are right choices. TACMO requires compliance with all rules and regulations as described in the Family Handbook, distributed to all students at the beginning of each school year. All rules and regulations in the Family Handbook will fall somewhere within the CARE 4 Principles.

THE CARE 4 PRINCIPLES:



Cooperation - I will be a team player.



Accountability - I will do what is expected of me, even when no one is watching.



Respect - I will value myself, others, and the school environment.



Empathy - I will be mindful of and show care for others.

The Honor Code and CARE 4 encompass all student behavior at school. Students sign the Honor Code and CARE 4 commitment annually and receive instruction in their meaning. Students are encouraged to consider the consequences of their actions and school rules before they act to determine whether an action is the “right choice.”

UNIFORM DRESS CODE POLICY

At The Academies, we support a school uniform policy in order to level the playing field for all of our students. Our school uniform policy helps to provide an academic environment where children feel equal, and are not distracted or offended by what others wear. It is the parent or guardian's responsibility to be sure that the student is wearing the official school uniform. Shirts, dresses, sweaters, sweatshirts, coats, jackets, pants, tights/leggings, shorts, skorts, and skirts must fit appropriately (no sagging) and be free of designs, logos, or embellishments.

The following solid colors are permitted:

- Blue (BOA)
- White
- Brown
- Khaki
- Black
- Gray
- Denim
- No other colors permitted

Shirts must have a collar, whereas dresses may be collarless. Students are not required to wear a collared shirt under a sweatshirt; however, if the sweatshirt is removed, a dress code–approved collared shirt must be worn underneath.

The following necklines are permitted: button-down, polo, Peter Pan, turtleneck. No t-shirts allowed, and no other colors of shirt are allowed. No strapless, spaghetti strap, low-cut, or cut off tops are allowed. Bare midriffs are not allowed.

Jeans may not have holes larger than the size of a fist anywhere on them.

Dresses, shorts, and skorts must be no shorter than the length of your fingertips when arms are at your sides. Ties, shoes and headwear may be different colors.

Shoes must be simple and generally free of designs or embellishments. Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals (with backs) are permitted. Flip-flops, Crocs, jellies, wheelies, or any type of shoes without a backing is not allowed. Shoes and boots may not have heels higher than 1".

Hats must be in approved dress code colors and are allowed at the discretion of the site.

Jewelry must not pose a danger and must be removed for PE class.

Every Friday

Every Friday, students may wear any school spirit shirt to show their pride in The Academies (SVA or BOA). While wearing a spirit shirt is encouraged, it is not required. Students who choose not to wear one may wear a collared or collarless shirt in an approved dress code color.

PE Day Dress

Students should wear or bring a pair of tennis shoes each day. Please note that students are not permitted to change into athletic clothes at school.

Dress Up Days

On designated dress-up days, students may choose their own clothing; however, all rules regarding skirt and short length, as well as heel height, still apply. Clothing must not display offensive, suggestive, obscene, or vulgar logos, images, or messages. Props are not permitted.

Game Days

Students are allowed to wear their game day uniforms on the day of their scheduled game.

INCIDENT POLICY

1. Verbal Warning

Staff will issue a verbal warning the first time a student is out of uniform. The incident will be documented by staff, but no parent signature is required.

2. Written Warning

Staff will send a written warning the second time a student is out of uniform. Parents must sign the warning and return it within two school days.

3. Parent Call

On the third offense, a parent will be called to bring the appropriate item(s) or take their student home to change.

4. Parent Meeting

Repeated offenses will lead to a meeting with school administration to address and resolve the issue. Parent cooperation is essential, and we are here to support you in finding a solution.

Please note: If any clothing is deemed disruptive to the learning environment, site administration reserves the right to take appropriate action including alternative consequences.

SOCIAL CONTRACT OVERVIEW

Tier 1

All students at TACMO will take part in the schoolwide **prevention** measures that involve cooperation, accountability, respect, and empathy. These efforts include, but are not limited to, school-wide instruction in social and emotional learning skills and crucial habits of a scholar, the school's social contract and CARE 4 commitment, events and presentations to teach expectations as well as reward achievement, and a culture of appreciation for ongoing learning and excellence. Further, all classes will create respect agreements defining what acceptable behavior will look like in their class, and students and the teacher will sign together.

Tier 2

At the classroom level, TACMO is committed to paying focused **attention** to behaviors that interfere with students' right to learn in a safe and comfortable environment. When the behavior of a student interferes with this right, teachers will follow a process to *remind* the student of their commitment to the classroom respect agreements, *redirect* the student to a more appropriate behavior or a refocus form, and *repair* the harm done through meetings, mediation and application of logical responses (consequences) to the behavior. Students may be referred to the office for administrative support. Parents may be contacted to participate in supporting their student, the student may be referred for participation in a social skills group, and/or the

student may be referred to the school-based mental health clinician for services. Student progress will be monitored and reviewed and the student will return to Tier 1 support once behavior has improved.

***NOTE:** *Some behaviors require immediate office referral and/or immediate suspension/expulsion review. These behaviors are listed below. In these cases, parents will always be immediately contacted.*

Tier 3

At the office level, SVA will provide more intense structured and comprehensive behavior **intervention** which may include, but is not limited to, meeting with an administrator, involving family in meetings and mediations, student re-commitment to honor code and CARE 4 principles, functional behavior analysis, individual behavior contracts, small group social skills, meetings with the school-based mental health clinician, and potentially suspension and/or expulsion review. The complete suspension and expulsion policy can be found later in this handbook. The office may also apply logical responses (consequences) for the behavior and students are subject to progressive, ongoing monitoring of their behavior and further meetings as necessary.

AWARDS AND RECOGNITION

Once a month, TACMO recognizes and celebrates the achievements of one Scholar of the Month from each class. Students observed practicing the “Habits of a Scholar,” a school-wide emphasis, will be presented with the Scholar of the Month Award. Awards are presented to students based on academics, citizenship, or other admirable traits decided by TACMO staff. The assembly is generally held on the final Friday of the month in the morning. Family and friends of award recipients are invited to attend. During assemblies, we expect students in an audience to demonstrate self-control and respect for the people performing or speaking.

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING

The following is TACMO Board Policy 13-001.

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Academies Charter Management Organization ("TACMO") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, TACMO will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. TACMO school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom TACMO does business, and all acts of TACMO's Board of Directors ("Board") in enacting policies and procedures that govern TACMO.

TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational

environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by TACMO.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

TACMO has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

TACMO advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

TACMO informs its employees, students, and parents/guardians of TACMO's policies regarding the use of technology in and out of the classroom. TACMO encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

TACMO employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. TACMO advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at TACMO and encourages students to practice compassion and respect each other.

TACMO educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

TACMO's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

TACMO informs TACMO employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

TACMO annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other TACMO employees who have regular interaction with students.

TACMO informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries

- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

TACMO also informs certificated employees about the groups of students determined by TACMO and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

TACMO encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for TACMO’s students.

Complaint Procedures

Scope of the Complaint Procedures

TACMO will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the TACMO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

TACMO will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of TACMO’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of TACMO’s Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call

for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Superintendent (or the Chair of the Board if the complaint is against the Superintendent) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and TACMO will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by TACMO on a case-by-case basis.

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Superintendent or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Superintendent or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Superintendent or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Superintendent, a Board member who is not the Board Chair or a third-party investigator will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment.

Right of Appeal

Should a complainant find TACMO's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of TACMO's decision or resolution, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Board Policy #: 13-001
Adopted/Ratified: April 18, 2013
Revision Date: May 16, 2019
Revision Date: February 18, 2021
Revision Date: September 17, 2024

**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize TACMO to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by TACMO:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

TITLE IX POLICY

The following is TACMO Board Policy 24-003.

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of The Academies Charter Management Organization (“TACMO”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

TACMO does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ TACMO will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in TACMO’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom TACMO does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the TACMO Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by TACMO. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by TACMO to provide an aid, benefit, or service under TACMO’s education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from TACMO’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- The degree to which the conduct affected the complainant's ability to access TACMO's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within TACMO's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in TACMO's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
 - Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
 - Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through TACMO.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.

- Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in TACMO's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) TACMO's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in TACMO's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to TACMO that objectively can be understood as a request or TACMO to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of TACMO whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom TACMO has

designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated TACMO's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to TACMO's education program or activity, including measures that are designed to protect the safety of the parties or TACMO's educational environment; or (2) provide support during TACMO's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of TACMO ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Karin Aure, Ed.D.
Superintendent
PO Box 1189, Visalia, CA 93279
kaure@theacademiescharters.org
(559) 429-4351

The Coordinator is responsible for coordinating TACMO's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure TACMO's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. TACMO will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes TACMO from requiring an employee or other person authorized by TACMO to provide aid, benefit, or service under TACMO's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at TACMO, if any, can be found on the TACMO website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether TACMO could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents TACMO from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within TACMO's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or TACMO's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Karin Aure by phone at 559-429-4351, or by email at kaure@theacademiescharters.org, or by mail at P.O. Box 1189, Visalia, CA 93279, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of TACMO's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under TACMO's Title IX grievance procedures, TACMO may offer an informal resolution process to the parties. TACMO does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by TACMO for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. TACMO will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

TACMO has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in TACMO's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

TACMO requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

TACMO will treat complainants and respondents equitably. TACMO presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

TACMO may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

TACMO allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

TACMO will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

TACMO will objectively evaluate all evidence that is relevant and not otherwise impermissible— including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, TACMO will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

TACMO may dismiss a complaint if:

- TACMO is unable to identify the respondent after taking reasonable steps to do so;

- The respondent is not participating in TACMO's education program or activity and is not employed by TACMO;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and TACMO determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- TACMO determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, TACMO will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable TACMO policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- TACMO's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct

alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to TACMO;

- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if TACMO provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

TACMO may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with TACMO's policies.

TACMO may remove a respondent from TACMO's education program or activity on an emergency basis, in accordance with TACMO's policies, provided that TACMO undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. TACMO has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by TACMO to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless TACMO obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to

the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

TACMO will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find TACMO's determination unsatisfactory, the party may, within five (5) business days of notice of TACMO's determination, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by TACMO including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within TACMO's education program or activity.

No party, witness, or other person participating in TACMO's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on TACMO's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

TACMO will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the TACMO employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to TACMO's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of TACMO's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide TACMO's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any TACMO leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing TACMO's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

TACMO will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions TACMO took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. TACMO will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize TACMO to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by TACMO:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

SUSPENSION AND EXPULSION POLICY

The following is TACMO Board Policy 12-002.

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at charter schools within The Academies Charter Management Organization ("TACMO"). In creating this policy, the Charter Management Organization has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses for which a student may be suspended or expelled and procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter Management Organization is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TACMO's policy and procedures for student suspension, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charters so long as the amendments comport with legal requirements. TACMO and its charter school staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

TACMO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed annually as part of the Family Handbook and will clearly describe discipline expectations. The notice shall also state that these Policy and Administrative Procedures are available on request at the Superintendent's office, or may be available for download from TACMO's website.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom TACMO has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. TACMO will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom TACMO has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any charter school of TACMO or at any other school or a TACMO-sponsored event at any time including but not limited to:

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

B. Enumerated Offenses

Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

- snuff, chew packets and betel. This section does not prohibit the lawful use of a student's own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
 10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 16. Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 17. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
 18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
 20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction

of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- 22. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).
- 23. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- 1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee’s concurrence.
- 2. Brandished a knife at another person.
- 3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- 4. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another

person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim

suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

- a) Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
- b) The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- c) At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
- d) No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2)

the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial TACMO Board of Directors following a hearing before it or by the TACMO Board of Directors upon the recommendation of an neutral and impartial Administrative Panel to be assigned by the TACMO Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the TACMO Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the TACMO Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of TACMO's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

TACMO may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by TACMO or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. TACMO must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, TACMO must present evidence that the witness' presence is both desired by the witness and will be helpful to TACMO. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the

support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the TACMO Board of Directors, Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the TACMO Board of Directors who will make a final determination regarding the expulsion. The TACMO Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

The Decision of the TACMO Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein

I. Written Notice to Expel

The Superintendent or designee following a decision of the TACMO Board of Directors to expel shall send written notice of the decision to expel, including the TACMO Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student;
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with TACMO.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
 2. The specific expellable offense committed by the student
- ### J. Disciplinary Records

TACMO shall maintain records of all student suspensions and expulsions at TACMO. Such records shall be made available to the District upon request.

K. No Right to Appeal

The student shall have no right of appeal from expulsion from TACMO as the TACMO Board of Directors' decision to expel shall be final.

L. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within Tulare County or their school district of residence. TACMO shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from TACMO shall be given a rehabilitation plan upon expulsion as developed by the TACMO Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to TACMO for readmission.

N. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the TACMO Board of Directors following a meeting with the Superintendent or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the TACMO Board of Directors following the meeting regarding the Superintendent's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon TACMO's capacity at the time the student seeks readmission or admission to the Charter School.

O. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy

will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Q. Special Procedures for the Consideration of Suspension, Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District

TACMO shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, TACMO, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If TACMO, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If TACMO, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that TACMO had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and TACMO agree to a change of placement as part of the modification of the behavioral intervention plan.

If TACMO, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then TACMO may apply

the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or TACMO believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or TACMO, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and TACMO agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

TACMO personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or his/her designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP//504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated TACMO's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if TACMO had knowledge that the student was disabled before the behavior occurred.

TACMO shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to TACMO supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent/guardian has requested an evaluation of the child.
- c) The child's teacher, or other TACMO personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other TACMO supervisory personnel.

If TACMO knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If TACMO had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TACMO shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by TACMO pending the results of the evaluation.

TACMO shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

PARENT AND FAMILY ENGAGEMENT POLICY

The following is TACMO Board Policy 21-001.

The Academies Charter Management Organization (“TACMO” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. TACMO has distributed the Policy to parents of Title I students by posting on our website. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

Charter School Expectations and Objectives

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, TACMO has established the following practices:

1. TACMO involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.
 - Monthly parent forums to provide opportunities for family input
 - Annual organizational climate survey
2. TACMO provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - Parent workshops are held at school sites addressing a variety of topics
3. TACMO coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - For any school site that has 30 or more English Language Learners, the school will establish an English Language Advisory Committee (ELAC) to discuss how the school is meeting the academic needs of this subgroup.
 - Monthly parent forums and email are used to communicate updated federal, state, and local laws
4. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
 - The policy is reviewed annually to determine if any updates are needed.
5. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - All families including economically disadvantaged are given the opportunity to complete the Free and Reduced meal lunch application to ensure students participation in the organization’s meal program
 - Parent workshops at the school site are developed to target parents of English Language Learners and economically disadvantaged students

6. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
 - Annual organizational climate survey
7. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
 - Annual organizational climate survey
8. TACMO uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
 - Annual organizational climate survey
9. TACMO involves parents in the activities of the Charter School to adequately represent the needs of the population.
 - Monthly parent forums to provide opportunities for family input
 - Annual organizational climate survey

Involvement of Parents in the Title I Program

To involve parents in the Title I program at TACMO, the following practices have been established:

1. TACMO convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Annual meeting for parents that have students in Title 1 programs including literacy and math interventions
2. TACMO offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Monthly parent forums are held both in the evening and morning to encourage participation
3. TACMO involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy.
 - Communication about annual Title I meeting and monthly parent forums is done through mobile app and email at least one week in advance of the meeting.
4. TACMO provides parents of Title I students with timely information about Title I programs.
 - Family handbook to inform parents about Title I programs including and not limited to literacy and math intervention
5. TACMO provides parents of Title I students with a description and explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Parents are notified that multiple curricular resources are used to provide both core academic instruction and intervention programs. NWEA MAP is the charter school's local assessment for all Title I students.

6. If requested by parents of Title I students, TACMO provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Monthly parent forums are held on varying days and times to provide consistent meeting and also encourage participation from parents of Title

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If TACMO has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

TACMO distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

1. TACMO's responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

TACMO developed the Social Contract, a school-parent compact in collaboration with staff and parents which is included in our Family Handbook and attached to this policy.

Building Capacity for Involvement

TACMO engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, TACMO has established the following practices.

1. TACMO provides Title I parents with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
 - Parent workshops to provide academic assistance at home

2. TACMO provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
 - Parent workshops/family tutoring events
3. With the assistance of Title I parents, TACMO educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.
 - Early release Wednesday and Professional Development day(s) at the school site
4. TACMO coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - The Title I program is discussed during the ELAC committee as appropriate.
5. TACMO distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Family handbook
6. TACMO provides support for parental involvement activities requested by Title I parents.
 - Title I parents are given opportunity to request specific parental involvement activities in the annual organization climate survey

Accessibility

TACMO provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Assessment reports for each school are presented at LCAP and/or monthly parent forum presentations

HEALTH AND SAFETY

TOILETING

The Academies are committed to creating a welcoming, inclusive, and developmentally appropriate environment for all Transitional Kindergarten and Kindergarten students, including those who are not yet fully toilet independent. In alignment with guidance from the California Department of Education (CDE), we understand that children develop toileting skills at different rates. We recognize toileting as a learning process and a shared responsibility between school and family. Students are strongly encouraged to bring a full set of extra clothes including a top, bottoms, undergarments, and socks regardless of their toileting status (accidents happen). Students who are not fully toilet independent will supply any personal items needed related to their toileting needs. The Academies will provide appropriate PPE including gloves, disposable paper, and plastic bags for soiled articles. The Academies has selected staff members who have been trained and are designated to support any toileting needs for our TK or Kindergarten students.

ACCIDENTS AT SCHOOL

Students are required to report all accidents to their teachers immediately. If an accident occurs outside of a classroom, (playground, cafeteria, etc.) it should be reported to the nearest or most available teacher, staff member, or yard duty aide.

EMERGENCY CONTACT CARD

At the start of each school year, each student's parent or guardian must complete an emergency contact card. Emergency cards will be made available to parents in the PowerSchool Parent Portal. Occasionally, it is imperative that the school reach the parent of a child because of illness, accident, or due to some other emergency that has arisen. In these events, students will only be released to adults whose names appear on the emergency card. Be sure to list at least TWO emergency telephone numbers and keep the school informed of any changes in the information on the emergency card

EMERGENCY, DISASTER, AND CIVIL DEFENSE PROCEDURES

"Evacuation" drills are conducted once per month, "Duck and Cover" and "Shelter-In-Place" drills are conducted once per quarter, and "Lockdown" drills are conducted twice per year. During evacuation drills each class has an escape route to an outside area located a safe distance from buildings.

A detailed emergency preparedness plan is available in the school office. The school is prepared for a variety of emergency situations, including fires, earthquakes, shootings, and bomb threats. In the event of a designated emergency, students will be assembled in a safe location and parents will be notified. When picking up students, all parents, guardians, or designated parties must sign them out at the office or other designated meeting area. We ask for your help during a widespread disaster by not calling the school because we must keep lines open for calls with emergency personnel. We also ask that you not drive to the school in order to keep streets as open as possible for emergency vehicles.

TACMO will be implementing ActVnet which will be used to improve emergency response effectiveness as well as school safety and security.

YEARLY LETTER TO PARENTS:

Dear Parents:

Providing for your students' safety when at school is a major responsibility of our staff. All schools and child development centers have a disaster plan. The principal and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged

interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/ or transportation may be disrupted.

In the event of a major emergency or disaster, information will be given primarily through our email system or direct calls.

TACMO Release Policy

- No student will be dismissed from school unless a parent (or individual designated on the emergency card) comes for him/her or gives permission in writing or by phone that another person can pick up the student.
- All parents or designated individuals who come to pick up student(s) must sign the student(s) out at the office anytime between morning drop off until 3:00 PM (1:30 PM on Early Release Wednesdays; 11:45 on Minimum Days), unless directed elsewhere on campus by posted signs.
- At dismissal (3:30 PM on Regular Days, 1:00 PM on Early Release Wednesdays, 12:15 on Minimum Days), students are released to adults they recognize. If a student is not allowed to go home with an adult they recognize at the end of the day, the school needs to be notified by email or phone at least one half hour prior to dismissal. Those students will need to be picked up by a parent or designated individual in the school front office or from the after-school program.
- If there are further limitations required for a student's safety, contact and submit any related documentation to the front office.
- If any of your contact information changes during the year, please visit the office to update the Emergency Card.

Please be assured, we are prepared to care for your student in emergency situations. Members of our staff are trained in the areas of first aid, search and locate, and student safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our current status and the need for additional resources.

We ask for your help in the following ways:

- Do not call the school. We will contact you, if necessary. It is essential that telephone lines be kept open for emergency calls. Mass texts will be sent to everyone with instructions on how to receive students.
- Do not drive to the school. The school access routes and street entrances must remain clear for emergency vehicles. We will notify you when safe access is recommended via text.

During the school year your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation.

We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at 732-6436 or visit them online at www.redcross.org. More information can be found at www.fema.org

If you have any questions or comments regarding our emergency preparations, please call the school office at 730-7422.

Sincerely,

Staci Soares
Principal

HEALTH SERVICES

The health staff of the schools (RN, LVN, and/or Health Aide) will be available on campus and for medical needs and emergencies. If your student becomes ill at school, he/she will report to the nurse's office. When the nurse is not present, students will report to the school Office Assistant or Office Staff. School personnel will administer basic first aid treatment only. If more than basic first aid is required or if the illness or injury is of such a nature that the student should go home, individuals listed on the Emergency Contact Card will be notified. Students who have a temperature above normal will be sent home. If emergency medical treatment is necessary the parents or guardians will be contacted. If parents or guardians are not available and emergency contacts cannot be reached, the child will be taken to the emergency room at the hospital. **Remember, an emergency telephone number where parents can be reached and the name and telephone number of the student's family doctor must be on file at the school.**

The nursing staff is responsible for the maintenance of health records, routine checks, parental contact concerning health problems, care of minor injuries, and assistance in health teaching and vision screening. Please be sure to contact the health office if your child has any unusual health problems. Please call the health office if your child is absent from school due to a communicable disease so precautions may be taken to protect other students. To prevent the spread of infection and to provide the individualized care a sick or injured student needs, parents need to arrange for immediate pick up of their children when they are ill or have been injured.

IMMUNIZATIONS

All Students of public schools in California are required by state law to have the following immunizations:

TRANSITIONAL KINDERGARTEN (TK) & KINDERGARTEN

- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 4th birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose Varicella*

**Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.*

- 1 Tuberculosis skin test*

**Must be administered at the time of the physical exam, prior to entering TK or Kindergarten.*

A Dental exam must be completed by May 31st of TK or Kindergarten year.

GRADE 1-6

- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 2nd birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose of Varicella for children under 13 years; 2 doses if immunized on or after 13th birthday

**Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.*

If student is transferring from a school outside of Tulare County:

- 1 Tuberculosis skin test, unless written evidence of a Tuberculosis (Mantoux - PPD) skin test given within the past year is presented

GRADE 7-8

- 1 Tdap booster (on or after 10th birthday) (for students entering 7th grade)
- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 2nd birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose of Varicella for children under 13 years; 2 doses if immunized on or after 13th birthday

Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.

If student is transferring from a school outside of Tulare County:

- 1 Tuberculosis skin test, unless written evidence of a Tuberculosis (Mantoux - PPD) skin test given within the past year is presented

PHYSICALS

State law requires that all students must have a physical examination within 18 months prior to entering the first grade. If you have any questions about the immunization and physical examination requirements, please call the school office. **Failure to comply will result in your student being excluded from school.**

MEDICATION AT SCHOOL

State law mandates that all medication is to be dispensed by office personnel ONLY when the proper form is signed by both parent and doctor (including over-the-counter drugs). This completed form is then kept on file in the school office and must be updated each year or in the event of a change in medication. Necessary forms may be obtained in the school office.

INSURANCE

BOA, SVA, TACMO and Tulare County Office of Education do NOT carry a medical insurance policy for students. Individual accident insurance is provided through a group policy on a voluntary, self-paid basis for students whose parents wish to obtain it. If you would like more information about Voluntary Student Accident insurance, please contact the Front Office.

TACMO Health Care Procedure/Protocol for SVA and BOA Students

Our Mission: Optimize the health of our students to support their academic success.

1. Purpose:

We have established guidelines following the recommendations of the Centers for Disease Control and Prevention, and the California Department of Public Health, which follows guidance from the American Academy of Pediatrics, California, California Association of Communicable Disease controllers, and California School Nurse Organization.

2. Required Immunizations for School Entry:

- A. Please provide your child's immunization records to the Health Office at the time of registration and/or at the time of entering into 7th grade. You may view and print a digital copy of your child's California vaccine record at:
[MyVaccineRecord.CDPH.CA.gov](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%2520Document%2520Library/Immunization/IMM-222_School.pdf&ved=2ahUKEwjXoLLB86mGAxWJ48kDHbhWDw4QFnoEAcQAQ&usq=AOvVaw3VLsS2MfdtrvopL2YbQMJT)
- B. See the California Department of Public Health link for Required Immunizations for School Entry:
https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%2520Document%2520Library/Immunization/IMM-222_School.pdf&ved=2ahUKEwjXoLLB86mGAxWJ48kDHbhWDw4QFnoEAcQAQ&usq=AOvVaw3VLsS2MfdtrvopL2YbQMJT
- C. If your child has a medical condition that prevents them from receiving vaccines, your child will need an exemption to attend school. Beginning January 1, 2021 all new medical exemptions for school must be issued through the California Immunization Registry- Medical Exemption website (CAIR-ME). Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria. ***We no longer accept personal or religious belief exemptions as stated by new California Law (SB 277).***

3. TB Skin Testing:

- A. Children entering preschool, kindergarten, or first-grade, must have written evidence of having a skin test for tuberculosis (TST given and read) or the California Pediatric Tuberculosis Risk Assessment form completed by a Medical Doctor. See attached link for further information:
<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/TBCB-CA-Pediatric-TB-Risk-Assessment.pdf>
- B. The superintendent or designee shall unconditionally admit any student who, prior to admission, submits a certificate signed by any public or private medical provider indicating that the student has completed an approved tuberculosis examination and is free from active tuberculosis. (Health and Safety Code 121485, 121490, 121500; 22 CCR 41350, 41311, 41313).

- C. Any student who is reasonably suspected of having active tuberculosis shall be excluded from attendance at a district school until the student provides evidence of a certificate showing that the student is free of communicable tuberculosis (Health and Safety Code 121485, 121495, 121505).

4. COVID 19:

- A. Guidance is continually changing. TACMO will continue to implement Public Health Guidance for K–12 Schools and Child Care Settings to Support Safe In-Person Services and Mitigate the Spread of Communicable Diseases as indicated by the California Department of Public Health, with consultation from the California Department of Education and the California Department of Social Services. See link below:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/K-12-Guidance-2023-24-School-Year.aspx>

5. Medical Exclusions:

- A. Safe in-person learning is critical to the well-being and development of children. However when a child arrives at school with symptoms or illness or develops symptoms on site, a decision must be made about what to do next. The decision about whether or not to send a child home because of illness will be left up to the campus Health Office staff.

B. When the following conditions exist we will contact you to pick up your child:

- **Fever:** an oral (under the tongue), or temporal (forehead) temperature above **100.4F**, parent(s) will be notified and the student will need to be picked up. **Student may return to school when** fever went away in the night- without fever reducing medications, e.g. Tylenol, Advil, Motrin (acetaminophen or ibuprofen)- and is still gone in the morning; AND other symptoms are improving and the student can participate comfortably in school activities.
- **Vomiting:** forceful expelling of stomach contents out of the mouth 2 times or more in 24 hours. **Student may return to school when** vomiting ends during the night and student is able to hold down food or liquids in the morning.
- **Diarrhea:** is defined as an uncontrolled bowel movement that is runny, watery, or bloody, and is unusual for the student. Diarrheal diseases may have additional symptoms including nausea, vomiting, stomachache, headache or fever. **Parents will be asked to pick up the student from school** when they have 2 episodes of diarrhea or any combination of diarrhea or vomiting. **Student may return to school when** they have been diarrhea free for 24 hours.
- **Eye irritation:** is defined as red or pink appearance to the white part of the eyeball. Student's eye(s) may also be itchy and have more watering than normal. **Parents will be asked to pick up the student from school if they have** problems seeing (vision changes), any injury to the eye involving forceful impact to or penetration of the eye, increased eye pain or discomfort outside of normal that cannot be tolerated by the student. **The Student may return to school when** symptoms have improved.

- **Pink eye, or eye drainage:** is defined as a red or pink appearance to the white part of the eyeball. The student's eye may also be itchy, have crusted/matted eyelashes, more watering than normal, or yellow/white drainage/discharge. **Parents will be asked to pick up the student from school if they have thick mucus or pus draining from the eye, problems seeing (vision changes), increased eye pain or discomfort outside of normal that cannot be tolerated by the student. Student may return to school when they have started treatment and/or submit a note from the student's physician stating that the symptoms of eye discharge are not contagious.**

6. Head Lice: The California Department of Public Health (CDPH) recommends that schools maintain an active and proper treatment of head lice cases to prevent transmission of lice in schools and reduce lost days due to head lice infestation. The American Academy of Pediatrics, the National Association of School Nurses, and the U.S. Centers for Disease Control and Prevention are all opponents of no-nit policies (Frankowski and Weiner 2002; Schoessler 2004).

- A. Teachers will notify the Health Office staff of any student(s) showing probable indication of head lice.
- B. Health Office staff will check referred student(s) at the earliest possibility.
- C. Precautions will be taken to maintain student(s) privacy. Screenings will be done in a private setting, located in each campus office.
- D. Hair shafts will be separated and hair will be examined in a systematic fashion, checking the entire scalp.
 - **If a student is found to have lice:** Parent/guardian will be notified by Health Office staff. At parent discretion, the student can be picked up immediately, or at the end of the school day. A parent notification letter, along with a copy of the CDPH Head Lice Flyer (see below link) will be sent home with the student that will include recommended steps to remove all the lice and nits from the student(s) at home.

[https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH Document Library/HeadLiceFlyer.pdf](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/HeadLiceFlyer.pdf)

- **Upon return to school:** parent/guardian will accompany the student to the Health Office and will stay with the student while another lice screening is performed. The student may return to class regardless of the screening result. If lice is still present during the repeat screening, further collaboration between parent/guardian and Health Office staff will occur, with the goal being to eradicate the lice, while supporting in person learning for the student.

7. Emergency Action Plans/Chronic Medical Conditions: An emergency action plan will be developed for students who have health concerns that could lead to an emergency situation. The plan will include the student's name, medical complication, emergency procedures to be followed, the person(s) responsible for responding and evaluation process.

A. Parent Responsibilities:

- Inform the Health Office of your student's medical condition and/or allergies prior to the beginning of the school year or as soon as possible after diagnosis, and provide medication documentation, including a filled out medication in school form of the condition from your student's Medical Doctor, Physician Assistant, or Nurse Practitioner.

B. Student Responsibilities:

- Recognize the first symptoms of your chronic medical condition and/or an allergic/anaphylactic reaction.
- Know where emergency medication is kept.
- Inform an adult as soon as accidental exposure occurs or symptoms appear.

C. School Responsibilities:

- A copy of the student's Emergency Action Plan will be kept in the health office, student's homeroom and/or in the student's temporary record.
- Educate staff that interacts with the student about allergy and/or chronic medical condition(s) and steps required to implement the Emergency Action Plan. Review emergency procedures with teachers prior to field trips as needed.

References:

California Department of Public Health (2023, October 2) "*Considerations when a Child has Symptoms of Illness in Child Care or School.*"

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Schools/SymptomGuidance.aspx#>

California Department of Public Health 2023, December 12) "*Required Immunizations For School Entry.*"

https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%2520Document%2520Library/Immunization/IMM-222_School.pdf&ved=2ahUKEwjXoLLB86mGAxWJ48kDHbhWDw4QFnoEAcQAQ&usg=AOvVaw3VLsS2MfdtrvopL2YbQMJT

California Department of Public Health (2024, May 22) "*Public Health Guidance for K–12 Schools and Child Care Settings to Support Safe In-Person Services and Mitigate the Spread of Communicable Diseases, 2023-2024 School Year.*"

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/K-12-Guidance-2023-24-School-Year.aspx>

California Pediatric TB Risk Assessment and User Guide (September 2018)

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/TBCB-CA-Pediatric-TB-Risk-Assessment.pdf>

Frankowski BL, Weiner, LB. 2002. Head lice. *Pediatrics*. 110 (3): 638-643.

Legal References:

California Health and Safety Code Sections 120325-120375.

California Health and Safety Code Sections 121475-121520 Tuberculosis tests for students.

Code of Regulations, Title 22 41301-41329 Tuberculosis tests for students.

SB 277, Pan. Public health: vaccinations.

PARENT INVOLVEMENT

PARENT PARTNERING

TACMO has a goal that every enrolled family participates in the life of our school community a minimum of 30 hours of each school year. We believe parent engagement in children's education produces benefits for the child and the community. At the same time, we recognize the limitations that may be present in the myriad households we will be serving. The suggestion of 30 hours is therefore not a requirement, but instead an invitation. While TACMO welcomes enthusiastic and committed parents on our campus at all times, our suggestion of parent volunteer/participation time does not preclude the student's right to attend our school and is not a conditional term for any child's enrollment.

The Parent Partnering Opportunities page, provided in the first day of school packet each year, provides a list of ways parents/guardians can achieve this hour contribution. For example, attending school events, Parent-Teacher Conferences, PTO meetings all count toward the school goal of 30 hours per family, per year.

PARENT TEACHER ORGANIZATION (PTO)

TACMO has an active and involved parent teacher organization and we encourage you to participate in this organization. Membership includes parents, teachers, school administrators and interested persons in the community. Your membership and participation assures that PTO can continue its primary responsibility: promoting and supporting programs that benefit all children at TACMO. Meetings are held the 2nd Monday of the month at Round Table Pizza at 6:00pm (SVA is on South Mooney, BOA is at Martha's Vineyard on Noble and Ben Maddox).

VOLUNTEERING ON CAMPUS

TACMO considers its volunteers a very special resource and an important part of the educational process. Volunteers can be useful in many ways such as:

Classroom assistance	Clerical assistance	Tutoring
Library assistance	Serving as room parents	Working with small groups
Making materials at home	Helping with special events	Serving on the PTO Board

All volunteers must request and complete a Volunteer Packet from the front office annually. If you will be volunteering for a position in which you are alone with students, you will also need to be fingerprinted (one-time only). Pre-coded Live scan fingerprinting forms are located in the front office.

VISITORS TO CAMPUS

To ensure the safety of your children and our staff, as well as to minimize interruption of the instructional program, The Academies has established the following procedures for visitors to campus:

All visitors must sign in at the front office and receive either a "Visitor" or "Volunteer" sticker, depending on the nature of your visit. You may be asked to present identification at any time.

Please arrange for conferences with your child's teacher during non-instructional time and at least three days in advance.

If you would like to visit a classroom during instructional time for the purpose of observation, you must first obtain the written approval of the classroom teacher and Principal. No request with less than 24 hours' advance notice shall be granted. Use of electronic recording devices requires further written permission.

All visitors to campus, parents or otherwise, are required to follow this procedure. The Academies reserve the right to deny or revoke registration to visit the campus, and will enlist the assistance of law enforcement to address any unauthorized person on campus. A visitor that is denied entrance may place a written request for a hearing.

This is a summary of The Academies' visitor policy. The complete policy is available in the school office.

TECHNOLOGY ON CAMPUS

STUDENT CELL PHONES AND SMART WATCHES

Students may have cell phone/smart watches on campus at their own risk for use before school and after school. TACMO is not responsible for lost, stolen, or damaged property.

Cell phone/smart watch guidelines are as follows:

- Students may NOT access the school network (internet) from personal devices.
- Cell phone use is prohibited in classrooms, restrooms, playground, cafeteria, school offices and all other areas on campus, unless otherwise stated by a staff member.
- Students will be allowed to use the school telephone to contact parents if deemed necessary by the teacher or office personnel.
- Cell phones should be off (not on vibrate or silent) and should not be seen by school personnel during the school day.
- Smart watches should only be used for accessing the time. Students and their parents must read the cell phone policy and return a signed copy to the office at the beginning of the school year.

Phones may be required to be stored in a teacher-designated area during class time at the discretion of the site.

Signing the policy acknowledges acceptance. Students will not be permitted to have their phones at school until the signed policy is returned.

If students violate the school's cell phone policy, the following may occur:

1st Offense: Warning

2nd Offense: The cell phone will be taken to the office and the student may pick up the cell phone at the end of the day from the office.

3rd Offense: The cell phone will be taken to the office and the parent must pick up the cell phone from the office.

4th Offense: The student will be placed on a cell phone/smart watch violation contract.

Students may be subject to additional disciplinary action if the use of their cell phone disrupts the school's educational environment. Examples of this include, but are not limited to: cheating, bullying, harassment, unlawful recording or photographing, violating other school rules.

School administration reserves the right to evaluate and adjust consequences for each violation as necessary.

TACMO - ISSUED TECHNOLOGY DEVICES

At TACMO, students use technology to develop skills for the 21st Century. School devices (i.e., Google Chromebooks and/or Apple iPads) are used in our classrooms. Students are not permitted to take any school devices off campus unless that device is checked out to them. Under no circumstances should school devices be left in unsupervised areas. Unsupervised areas include, but are not limited to, unattended backpacks, cafeterias, and school grounds. Unsupervised devices are in danger of being stolen or damaged. **If a student loses or negligently damages school property, the family is responsible for replacement costs.**

STUDENT INTERNET USE POLICY

Students receive and discuss TACMO Student Internet Use Policy at the start of the school year. They sign an acknowledgment to demonstrate that they will abide by school rules for technology use. Access to the Internet via TACMO equipment and resource networks is intended to serve and pursue educational goals and purposes. Students' use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Violation of this policy can result in a loss of all Internet privileges at school. TACMO will contact the proper legal authorities if TACMO concludes or suspects that a student's Internet activity is a violation of any law or

otherwise constitutes an illegal activity.

In addition to the policy outlined above, students agree that they will:

- be polite and respectful to others in all communications;
- never reveal personal information about others;
- refrain from using profanity or obscene language, racially disparaging remarks, and other forms of bullying or harassment;
- never make personal attacks;
- will not make threats to do harm or other criminal activity;
- never place illegal information on the internet, nor will they use the internet in any way that violates local, state, or federal laws.

The complete “Student Internet Use Policy” is available in the school office.

OTHER POLICIES AND INFORMATION

ANIMALS ON CAMPUS

Animals and pets are generally not permitted on school grounds. A teacher may bring an animal to school or arrange for students to bring an animal to school for instructional purposes upon permission from the Principal and subject to reasonable health, safety, and sanitation precautions. In addition, individuals with disabilities may be accompanied by specially trained service animals on school premises. All other animals and pets should remain off-campus to avoid safety or health concerns to students and staff, including at regular school drop-off and pick-up times.

BICYCLES AND OTHER WHEELED TRANSPORTATION

Students are not encouraged to travel to and from school by bicycle or other wheeled vehicles, as the streets near our school do not have sidewalks or bike lanes and there is heavy traffic. Bikes, skateboards, roller skates, and rollerblades, are not permitted at BOA.

STUDENT BIRTHDAYS

TACMO staff enjoy recognizing students’ birthdays and are happy to accommodate brief celebrations, as requested. We encourage simple, meaningful ways to recognize the day. Please check with your child’s teacher for specific guidelines on how birthdays are celebrated in each classroom.

If your family prefers that we do not call special attention to your child’s birthday, please let your child’s teacher know. It is our desire to honor your family’s preference.

If your child would like to pass out party invitations at school, they may do so only if the entire class is invited. Otherwise, we ask that invitations be shared outside of school.

CHANGE OF ADDRESS OR TELEPHONE NUMBER

It is very important, for emergency and administrative reasons, that every family maintains an up-to-date address and telephone record at the school office. Notify the school immediately if you have a change of address or telephone number during the school year.

LIBRARY BOOKS

Any student who borrows a book from the Classroom Library or School Library assumes the responsibility of returning the book to the library. If a book is lost or damaged, it is the parent/guardian’s responsibility to replace the book with a book of the same value or the cash value.

FIELD TRIPS

The TACMO Board of Directors recognizes that field trips and excursions are important components of a student's development. Such activities supplement and enrich classroom learning, encourage new interests among students, raise awareness of community resources and help students relate their educational experience to the outside world. TACMO teachers have identified field trip ideas that will complement the learning in the classroom, including but not limited to SCICON for fifth grade (day trip) and sixth grade (week-long trip). Other ideas are pending.

All field trips and excursions that take place during school hours receive prior written approval by the Principal of BOA. The Principal ensures that the sponsoring teacher has set out in writing the educational objective of the activity, how the proposed field trip or excursion relates to the educational program, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity, and the means of transportation to and from the activity.

Students may help defray field trip and excursion costs through donations. A student may not be denied the privilege of participating in a field trip or excursion due to lack of funds. Other approved funding may also offset expenses of field trips and excursions.

The sponsoring teacher must provide alternative educational activities for those students not participating in the field trip or excursion due to choosing not to attend or whose parents/guardians do not give permission for the student to participate. A student may be excluded from field trips or other school activities if he/she has been suspended from school, referred excessively to the office for behavioral reasons during the school year, or demonstrated behavioral issues in the preceding days or day of the field trip.

LOST AND FOUND

The school cannot assume responsibility for student losses. However, if such a loss is reported immediately, every effort will be made to help your family recover the lost item.

All lost and found items will be brought to the office and kept for three weeks. Each Friday, lost items will be placed outside, near the administrative offices. It is the responsibility of the student and/or parent to check for lost items. Unclaimed items will be given to a charitable organization after three weeks.

MEALS/CAFETERIA INFORMATION

Our schools contract with Visalia Unified School District Nutritional Services Department to provide breakfast and lunch for students every school day. Since VUSD is participating in the Seamless Summer Option for breakfast and lunch in the 2023-24 school year, our students are all eligible to receive free meals for the year. A monthly menu is available through the TACMO Newsletter or from the school office.

FAST FOOD & FOOD FROM HOME

We ask that you do not bring fast food lunches for your student because it creates a strain on our office as the staff must monitor the coming and going of the lunches. We request that you only bring such a lunch to your student when it is truly a special occasion (for example, their birthday). In such cases, do not bring fast food for your child to share with friends (for example, a whole pizza). Students are not allowed to share food because of health concerns and/or religious/personal beliefs. **Food delivery services such as GrubHub and Doordash will not be accepted by the office staff. Students are not allowed to bring or consume energy drinks on campus.** The potential dangers of energy drinks include dehydration, heart complications, anxiety, and insomnia. (<https://www.cdc.gov/school-nutrition/energy-drinks/>) **Only water consumption is permitted in the classroom.**

FREE/REDUCED MEALS

We will not be processing federal meal program applications this year, but we still need to know if your family would qualify since this affects our school's eligibility for certain types of funding. Please be sure to complete the eligibility form included in the packet of paperwork your child will bring home at the beginning of the school year.

Reduced-price Eligibility Scale Meals and Snacks

Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$ 28,953	\$ 2,413	\$ 1,207	\$ 1,114	\$ 557
2	\$ 39,128	\$ 3,261	\$ 1,631	\$ 1,505	\$ 753
3	\$ 49,303	\$ 4,109	\$ 2,055	\$ 1,897	\$ 949
4	\$ 59,478	\$ 4,957	\$ 2,479	\$ 2,288	\$ 1,144
5	\$ 69,653	\$ 5,805	\$ 2,903	\$ 2,679	\$ 1,340
6	\$ 79,828	\$ 6,653	\$ 3,327	\$ 3,071	\$ 1,536
7	\$ 90,003	\$ 7,501	\$ 3,751	\$ 3,462	\$ 1,731
8	\$ 100,178	\$ 8,349	\$ 4,175	\$ 3,853	\$ 1,927
For each additional family member, add:	\$ 10,175	\$ 848	\$ 424	\$ 392	\$ 196

Free Eligibility Scale Meals, Snacks, and Milk

Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$ 20,345	\$ 1,696	\$ 848	\$ 783	\$ 392
2	\$ 27,495	\$ 2,292	\$ 1,146	\$ 1,058	\$ 529
3	\$ 34,645	\$ 2,888	\$ 1,444	\$ 1,333	\$ 667
4	\$ 41,795	\$ 3,483	\$ 1,742	\$ 1,608	\$ 804
5	\$ 48,945	\$ 4,079	\$ 2,040	\$ 1,883	\$ 942
6	\$ 56,095	\$ 4,675	\$ 2,338	\$ 2,158	\$ 1,079
7	\$ 63,245	\$ 5,271	\$ 2,636	\$ 2,433	\$ 1,217
8	\$ 70,395	\$ 5,867	\$ 2,934	\$ 2,708	\$ 1,354
For each additional family member, add:	\$ 7,150	\$ 596	\$ 298	\$ 275	\$ 138

PERSONAL BELONGINGS

Please do not allow your child to bring items to school that are not part of the education program, unless specifically asked for by the teacher. Parents are urged to print names on coats, sweaters, gloves, lunch pails, etc. and to check the Lost & Found frequently.

PICTURES

Individual and classroom pictures will be taken annually. Pictures will be taken in the fall. Picture packet purchase will be made available at that time. Students are required to follow the TACMO Dress Code on Picture Day just like every other day.

PUPIL RECORDS

The cumulative record folder is the educational record as required by State Law that is kept for each pupil throughout his/her school career. Parents may have access to information in their pupil's folder by contacting the Principal for an appointment to view such records.

FERPA AND DIRECTORY INFORMATION

Parents and eligible students (aged 16 or completed 10th grade) have the following rights under the ***Family Educational Rights and Privacy Act of 2001*** (20 U.S.C. § 1232g), known as **FERPA**.

The right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
4. File with the Department of Education a complaint concerning alleged failures by BOA to comply with the requirements of FERPA and its promulgated regulations.
5. Request that BOA not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

TACMO will disclose education records, without consent, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for TACMO in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals who have obtained lawful court orders or subpoenas;
9. Persons who need to know in cases of health and safety emergencies.
10. State and local authorities, within a juvenile justice system, pursuant to specific State law.
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by TACMO with respect to that alleged crime or offense. TACMO may disclose the final results of the disciplinary proceeding, regardless of whether TACMO concluded a violation was committed.

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal, or Superintendent. Within ten (10) days, TACMO shall comply with the request. An appointment to inspect and review educational records will be scheduled.

Request for Amendment to Education Records

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student's right of privacy, he or she may request, in writing, that TACMO amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. [Note: This time frame is not statutorily prescribed but is necessary to ensure timely resolution of issues contained in student records.] TACMO will respond within ten (10) days of the receipt of the request to amend. TACMO's response will be in writing and if the request for amendment is denied, TACMO will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record. For more information, see BOA policy SP12-001, "Educational Records and Student Information." This is available upon request and is accessible in the TACMO office as well.

FERPA also requires that TACMO, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, TACMO may disclose appropriately designated "directory information" without written consent, unless you have advised TACMO to the contrary in accordance with TACMO procedures.

The primary purpose of directory information is to allow TACMO to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

If you do not want TACMO to disclose directory information from your child's education records without your prior written consent, you must notify TACMO in writing by the 1st of September. TACMO has designated the following information as directory information:

- | | |
|---------------------|--|
| • Student's name | • Major field of study |
| • Address | • Participation in officially recognized activities and sports |
| • Telephone listing | • Dates of attendance |
| • Photograph | • Degrees, honors, and awards received |
| • Date of birth | • The most recent educational agency or institution attended |

LEADERSHIP AND CLUBS

Aligning with the philosophy of the school, BOA offers various clubs and student organizations, including Leadership, supervised by a BOA staff member. The purpose of the Leadership will be to approve any new student clubs/organizations, aid the school with fundraising activities, and enhance school pride with specially planned events. Other student clubs and organizations may be established at the beginning or during the school year and may be based on academics and/or interests. For more information regarding Student Organizations, see Student Policy 12-007, which is available in the BOA front office or upon request.

UNIFORM COMPLAINT PROCEDURES NOTIFICATION

TACMO has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

TACMO shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Adult Education, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Training Programs, Child Care and Developmental Programs, Child Nutrition Programs, Special Education Programs, and Safety Planning Requirements, whichever are applicable.

Complaints must be filed in writing with the following compliance officer:

Name and/or Title of Compliance Officer: Karin Aure, Ed.D., Superintendent

Address: P.O. Box 1189, Visalia, CA 93279

Telephone Number: 559-429-4351

Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The BOA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal TACMO's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving BOA's Decision. The appeal must include a copy of the complaint filed with BOA and a copy of BOA's Decision.

Civil law remedies may be available under state or federal discrimination laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of BOA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of TACMO's UCP policy and complaint procedures shall be available free of charge.



The Academies After School Programs (ASP & Kinder Bridge) are private enrichment programs provided by our non-profit, The Academies CMO, as a service to our community. These programs are not part of the academic day and participation is not required to be successful in our schools. Participation is voluntary. We reserve the right to refuse service.

Welcome Message

Welcome to The After School Programs (Kinder Bridge & ASP) family! We are thrilled that you have chosen our services for your child(ren).

The After School Programs (Kinder Bridge & ASP) includes opportunities for physical, social, emotional, and intellectual growth that are provided in a safe, nurturing environment. The program is designed to meet the individual needs of children in grades TK - 8th through a wide variety of activities. Qualified and caring staff strive to serve families by providing a safe and enriching environment and facilitating developmentally appropriate activities for children of all ages and abilities.

This After School Programs Parent handbook is a guide to understanding the policies and procedures of the After School Programs. Please read it carefully and keep it handy for future reference throughout the year. Please note: It is the family's responsibility to keep all pertinent information current and updated regularly.

If you have any questions about this Handbook or any policy or procedure of The After School Programs, please reach out to us at afterschool@theacademiescharters.org.

We look forward to working together to provide our After School Program services to our TACMO families and students.

Sincerely,

The Academies After School Programs Team

Claudia Van Groningen
Operations Director
claudiav@theacademiescharters.org

Lauren Ventura
After School Program Coordinator
lventura@theacademiescharters.org

Krystal Eastman
Charter Management Organization Office Assistant
keastman@theacademiescharters.org

Registration

All registration forms must be completed prior to attending the After School Programs. Every family will be charged a \$5/family registration fee, unless participating on a Flat Rate plan.

Please be sure to have updated parent contact and emergency contact information. Insufficient contact information or information that is outdated may create an unsafe situation for your child in an emergency.

To register for our programs, please complete the registration form online at <https://www.theacademiescharters.org/after-school>.

Student Pick Up Procedure

Students will be released only to authorized parents, guardians or designated persons. The authorized pickup person must personally sign the child out when picking up. Please be sure to update any authorized parents, guardians or designated persons by email at afterschool@theacademiescharters.org.

Hours of Operation & Fees

Daily After School Programs Services	Days	Times	Fees	
Kinder Bridge	Monday-Friday Wednesdays	1:30-3:30pm 1:00-3:30pm	Regular Rate: \$10.00/day	Pre Pay Rate: \$8.00
ASP	Monday-Friday	3:30-5:30pm	Regular Rate: \$10.00/day	Pre Pay Rate: \$8.00
Early Release	Wednesday	1:00-3:30pm	Regular Rate: \$10.00/day	Pre Pay Rate: \$8.00
Children must be picked up no later than 5:30PM. If your child is not picked up by 5:30PM, you will be charged a late fee of \$1.00 per minute.				

The Academies Charter Management Organization hosts two staff events each year. On these days, our program will close at 4:30pm and will be free of charge to all families.

Minimum Day & Conference Care Days

Other Services	Days	Times	Fees
Minimum Day	December 8, 2025 December 19, 2025 January 26, 2026 March 26 & 27, 2026 May 4, 2026 June 5, 2026	12:15-4:30 pm	Minimum Day services are free of charge to all families.
<i>If students are enrolled in Kinder Bridge or After School, they do not need to sign up for Minimum Days.</i>			
Conference Care Days / Staff Development Days	November 20-21, 2025 / September 19, 2025 October 14, 2025 February 13, 2026	Full Day: 7:30-4:30pm Half Day AM: 7:30-12:00 pm Half Day PM: 12:00-4:30 pm	Full Day: \$26.00 Half Day (AM/PM): \$13.00 <i>*The Sliding Fee Scale will apply to these camps.</i>
<i>Parents will need to sign up for ALL Conference Care & Staff Development Days. We will send out registration via email.</i>			

Special Events/Camps:

There is no nurse on duty during Special Events/Camps. No medication will be given by program staff. If a student requires medication or management of health issues, a parent or guardian is required to provide all necessary care.

Camps Services	Days	Times	Fees
Fall Enrichment Camp	November 24-26, 2025	Full Day: 7:30-4:30pm Half Day AM: 7:30-12:00 pm Half Day PM: 12:00-4:30 pm	Full Day: \$26.00 Half Day (AM/PM): \$13.00 <i>*The Sliding Fee Scale will apply to these camps.</i>
Spring Enrichment Camp	March 30 - April 2, 2026		
<i>There will be a separate registration for each Enrichment Camp.</i>			

Billing and Payment Options

Flat Rate Plans

Flat Rate Plans are **annual** installment plans where the cost of the entire year is divided over 10 equal monthly payments which are automatically deducted from your checking account from September to June. You receive a 20% discount off of your fees. *Fees for these plans will not be prorated or refunded.*

Please note that your last payment may fall after the last day of the school year. If you choose any Flat Rate Plan, you do not have to pay the annual \$5.00 registration fee.

Conference Care & Staff Development Days are included in Unlimited Flat Rate plans only.

You must complete an e-check authorization form when selecting this option.

If you are interested in signing up for a flat rate plan, review our [Flat Rate Plan Information](#) or email us at afterschool@theacademiescharters.org.

Pre Paid Discount

If you make a deposit to your account and maintain a positive balance, you will receive a 20% discount off your fees. If making your prepayment in the office, please remember that it can take up to two weeks to reflect into your account.

Pay As You Go

You will be billed by the 15th of the month for the **prior** month's service and payment is due by the end of the month in which you are billed. Once you receive an invoice, you can pay that invoice.

Income Verification Forms

We offer a sliding scale for our program fees based on income and household size. Thanks in part to grant funding under the Expanded Learning Opportunities Program, there is no charge for families who qualify for the federal school meals program based on income and family size. To find out if you qualify for free or reduced fees, you must submit our [Sliding Fee Scale Form](#) to apply. This form is also in our online registration form and used solely for determining eligibility

for discounted fees in our after school programs.

There are additional forms required to determine eligibility for federal school meals programs and we ask that all families complete those forms, even if you think you don't qualify, and even though our current meal program provides free meals for all students. The data collected in those forms is used to determine eligibility for additional funding sources for schools. Information about meals and meal programs and access to the meal program eligibility form will be provided by your school.

Making a Payment

Payment can be made by cash or check in the front office of the school OR via email through the invoice sent by Quickbooks with Apple Pay, Venmo, checking account, or by credit/debit card.

Checks should be made payable to The Academies. Please include your child's first and last name in the memo along with "After School Program".

Payments that are turned into the school office will not be reflected on your Quickbooks account immediately. Please allow up to two weeks processing time.

Behavior Policy

The Academies After School Programs Expectations and Behavior Policy

Participation in The Academies After School Programs (*Kinder Bridge and ASP*) is a privilege. All children participating in the After School Programs should have a rewarding experience. The After School Program Behavior Policy was developed to make sure our program is safe and all students are having fun.

Student Expectations

1. Follow all Sycamore Valley and Blue Oak Academy behavior expectations.
2. Show respect to after school staff and fellow students at all times.
3. Always use respectful language when addressing staff and students.
4. Stay with your class at all times and move appropriately throughout campus during program hours.
5. Always follow instructions set forth by after-school staff for each activity.

6. Demonstrate responsible care of school property and equipment.
7. No disruptive behavior, including fighting, violence of any kind, or inappropriate language.
8. Comply with any and all other regulations set forth by the after school program staff.
9. All personal devices are to be stored in a backpack during after school hours.

Discipline Policy

The Academies After School Programs (*Kinder Bridge and ASP*) have disciplinary actions for minor and major incidents. Participants are expected to follow directions from the after school programs staff at all times.

At any time, a parent has the option to request a conference with the Program Coordinator. A parent's/guardian's refusal to sign a warning or behavior report does not negate the validity of the report.

Students who are involved in behavioral incidents in school will not be allowed to attend the After School Programs. Site Principals, Administration and specialist staff will use their discretion to protect the safety of all children when communicating behavioral concerns to the After School Coordinator.

Minor Incidents

Student behaviors that are disruptive to the learning environment, are handled by the supervising staff member in the situation.

Parents may or may not be contacted depending on the interventions needed.

After school program staff may use the following for minor infractions:

- Loss of privileges (outside play, games, etc.).
- A student may not be allowed to participate in a particular activity for a designated period of time.
- A student may be asked to reflect and/ or perform an act of kindness.
- Verbal communication between Parent and After School Program Lead Aide.
- Confiscate personal devices and return to the student's guardian at pick up.
- Students may be asked to complete our Reflection Forms (Tk-2nd Grade & 3rd-8th Grade).

Major Incidents

Major Incidents are more serious or repeated inappropriate behaviors.

The After School Programs will implement the following steps for Major Behavioral Incidents. Participants are expected to follow directions from the after school programs staff at all times. The following steps will be utilized for major incidents:

- 1st Offense: Parent(s)/Guardian will be notified by the Program Coordinator.
- 2nd Offense: Parent(s)/Guardian will be called by the Program Coordinator and must pick up their child immediately. No refunds will be given. Parents will need to sign the Parent Acknowledgement Form.
- 3rd Offense: Parent(s)/Guardian will be called by the Program Coordinator. Participants with a third offense will need to be picked up immediately and no refunds will be given. Children will be suspended from all after school programs (*Kinder Bridge and ASP*) for the following day. Parent(s)/Guardian will need to sign the After School Programs Suspension Acknowledgement.
- 4th Offense: Parent(s)/Guardian will be called by the Program Coordinator and must pick up their child immediately. The child will be suspended for the period of five days, with coordination of the Program Coordinator from all after school programs (*Kinder Bridge and ASP*). Parent(s)/Guardians will need to fill out the After School Programs

Suspension Acknowledgement. A conference between the p\Program Coordinator, guardian(s), and child will be held to implement a Behavior Contract before re-admittance.

- 5th Offense: Parent(s)/Guardian will be called by the Program Coordinator and must pick up their child immediately. The child may not attend any after school programs for one month, with coordination of the Program Coordinator. Parent(s)/Guardian will need to fill out the After School Programs Suspension Acknowledgement. After one month has passed, a meeting will be held with the Program Coordinator and Parent/Guardians to discuss the re-admittance and update the child's Behavior Contract.
- 6th Offense: Parent(s)/Guardian will be called by the Program Coordinator and must pick up their child immediately. Child is dismissed from all after school programs (*Kinder Bridge and ASP*) and services for the remainder of the school year. TACMO After School Program will have copies of these all reports. Please contact the ASP

Coordinator for copies, if needed.

There is no school administrator on duty during After School hours.

The below offenses will result in immediate expulsion from the after school program for the season without refund. No exceptions. Behaviors resulting in immediate dismissal include, but are not limited to:

- Any action that could threaten or pose a direct threat to the physical/emotional safety of the child, other children, or staff.
- Fighting or bullying
- Possession of a weapon of any kind
- Vandalism or destruction of school property, after- school property or property of others.
- Sexual misconduct
- Possession of or use of nicotine, alcohol, or controlled substances (including vapes, vape pens, or cigarettes)

Parents/guardians are encouraged to inform ASP in writing prior to a child's acceptance in the program of any special circumstances which may affect the child's ability to participate fully and within the guidelines of acceptable behavior, including, but not limited to any serious behavioral problems or special circumstances regarding psychological, medical or physical conditions. The Academies adheres to all federal laws pertaining to students with disabilities.

Cell Phone Policy

The student cellphone policy shall reflect the same rules as Blue Oak and Sycamore Valley Academy. Please refer to the school's Family Handbook.

Student Wellness: Healthy Choices and Behaviors

In alignment with TACMO and ELO-P standards regarding student wellness, healthy choices, and behaviors, our After School Program aims to maintain and exceed these expectations during after school hours. These policies and their implementation provide students with a positive, healthy, and consistent experience across all TACMO programs.

How this is reflected in our program:

With the support of our Expanded Learning Opportunities Program (ELO-P) grant, we are able to supply all of our students with the opportunity to exercise healthy choices and behaviors within our program. These healthy choices and behaviors include healthy eating, physical activity, social-emotional learning, and student leadership.

In order to maintain our students' physical health, well-being, and education, candy, sweets, junk food, or similar items will not be permitted as a reward or withheld as punishment for any reason. This guideline helps ensure consistency with behavioral plans and supports healthy, appropriate reinforcement strategies across all settings.

Our After School Programs will host two parties per year. At each party, there will be both food and non-food related activities and celebrations. Parent and teacher donations may be accepted. Those who wish to participate will be provided with a list of foods and beverages that meet government nutritional guideline standards.

During regular school and day intersession days, meals and snacks provided by our program, in partnership with Visalia Unified School District, will meet the United States Department of Agriculture (USDA) minimum nutritional requirements.

Emergency Medications/ Procedure:

Under TACMO's guidelines and based on the recommendations of the Centers for Disease Control and Prevention and the California Department of Public Health, our After School Program has established procedures for medical emergencies and medication delivery. All After School Program staff are trained and refreshed yearly on basic life-saving techniques and specific emergency medication administration techniques.

Our procedure:

- When registering your student for our program, you will be asked if there are any medical needs or medications that our staff should be aware of. When providing this information, please be as detailed as possible, as we do not have access to the same medical records as the school.
- All pertinent information regarding a student's allergies and/or chronic medical condition(s), as well as the steps required to implement the Emergency Action Plan, must be communicated to the After School Program Coordinator who will ensure program staff are informed.
- Non-essential medications will not be administered by After School Program staff.
- At an age-appropriate level, students should be aware of the first symptoms of their chronic medical condition and/or an allergic or anaphylactic reaction.

After School Programs Schedules

Kinder Bridge Program Schedules:

BOA Kinderbridge Program: Daily Schedule			
Monday, Tuesday, Thursday, Friday		Wednesday	
1:30 PM	Check in Students	1:00 PM	Check In Students
1:35 PM	Restroom Break & Snack (students provide snack)	1:05 PM	Restroom Break & Snack (students provide snack)
1:50 PM	Recess	1:25 PM	Recess
2:10 PM	Recess Clean Up	1:45 PM	Recess Clean Up
2:15 PM	Reading or Homework (Classroom)	1:50 PM	Reading or Homework (Classroom)
2:30 PM	Enrichment and Rotation Centers	2:05 PM	Movement Activity (In Classroom or Outside)
		2:15 PM	Enrichment and Rotations Centers
		3:10 PM	CLEAN UP
3:20 PM	CLEAN UP	3:20 PM	Rest Time, Quiet Time, Calming Time
3:30pm DISMISSAL		3:30pm DISMISSAL	

SVA Kinderbridge Program: Daily Schedule			
Monday, Tuesday, Thursday, Friday		Wednesday	
1:30 PM	Check in Students	1:00 PM	Check In Students
1:35 PM	Restroom Break & Snack (students provide snack)	1:05 PM	Restroom Break & Snack (students provide snack)
1:50 PM	Recess	1:25 PM	Recess
2:10 PM	Recess Clean Up	1:45 PM	Recess Clean Up
2:15 PM	Reading or Homework (Classroom)	1:50 PM	Reading or Homework (Classroom)
2:30 PM	Enrichment and Rotation Centers	2:05 PM	Movement Activity (In Classroom or Outside)
		2:15 PM	Enrichment and Rotations Centers
		3:10 PM	CLEAN UP
3:20 PM	CLEAN UP	3:20 PM	Rest Time, Quiet Time, Calming Time
3:30pm DISMISSAL		3:30pm DISMISSAL	

Blue Oak Academy ASP Program Schedules:

BOA After School Program: Monday, Tuesday, Thursday			
Primary Grades: TK-K & 1st- 4th		Upper Grade: 5th - 8th	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal/Check In	3:30 PM	School Dismissal/Check In
3:45 PM	SNACK (cafeteria)	3:45 PM	SNACK (cafeteria)
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:25 PM	Homework & Reading	4:25 PM	Homework & Reading
4:40 PM	Enrichment (assigned classroom)	4:40 PM	Enrichment (assigned classroom)
5:10pm CLEAN UP CLASSROOMS			
5:10pm-5:20pm: QUICK CENTERS			
5:30pm END			

BOA After School Program: Wednesday			
Primary Grades: 1st- 4th		Upper Grade: 5th - 8th	
12:45 PM	Employee Prep	12:45 PM	Employee Prep
1:00 PM	Check In	1:00 PM	Check In
1:20 PM	Recess	1:20 PM	Homework & Reading (assigned classrooms)
1:50 PM	Homework & Reading (assigned classrooms)	1:50 PM	Recess
2:20 PM	Enrichment (assigned classrooms)	2:20 PM	Enrichment (assigned classrooms)
3:05 PM	Clean Up Classrooms	3:05 PM	Clean Up Classrooms
3:15 PM	Sparks	3:15 PM	Sparks
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:15 PM	Recess	4:15 PM	Recess
4:40 PM	Centers	4:40 PM	Centers
5:20pm CLEAN UP			
5:30pm END			

BOA After School Program: Friday			
Primary Grades: TK-K & 1st- 4th		Upper Grade: 5th - 8th	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal	3:30 PM	School Dismissal
3:30 PM	Check In	3:30 PM	Check In
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:30 PM	Movie/Centers/Class Games/Themed Activity	4:30 PM	Movie/Centers/Class Games/Themed Activity
5:15pm CLEAN UP			
5:30pm END			

Sycamore Valley Academy ASP Program Schedules:

SVA After School Program: Monday, Tuesday, Thursday			
Primary Grades: TK-K & 1st- 4th		Upper Grade: 5th - 8th	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal/Check In	3:30 PM	School Dismissal
3:30 PM	Quick Centers (Cafeteria)	3:35 PM	Quick Centers/ STEAM
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:25 PM	Homework & Reading	4:25 PM	Homework/Reading/Tutoring
4:40 PM	Enrichment (assigned classroom)	4:40 PM	Enrichment (assigned classroom)
5:10pm CLEAN UP CLASSROOMS			
5:10pm-5:20pm: QUICK CENTERS (Cafeteria)			
5:30pm END			



SVA After School Program: Wednesday			
Primary Grades: 1st- 4th		Upper Grade: 5th - 8th	
12:45 PM	Employee Prep	12:45 PM	Employee Prep
1:00 PM	Check In	1:00 PM	Check In
1:20 PM	Recess	1:20 PM	Recess
1:50 PM	Homework & Reading (assigned classrooms)	1:50 PM	Homework & Tutoring (assigned classrooms)
2:20 PM	Enrichment (assigned classrooms)	2:20 PM	Enrichment (assigned classrooms)
2:50 PM	Clean Up Classrooms	2:50 PM	Clean Up Classrooms
3:15 PM	Sparks	3:15 PM	Sparks
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:15 PM	Recess	4:15 PM	Recess
4:40 PM	Centers (classroom/assigned classrooms)	4:40 PM	Centers (classroom/assigned classrooms)
5:15pm CLEAN UP			
5:30pm END			

SVA After School Program: Friday			
Primary Grades: TK-K & 1st- 4th		Upper Grade: 5th - 8th	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal	3:30 PM	School Dismissal
3:30 PM	Check In	3:30 PM	Check In
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:30 PM	Movie/Centers/Class Games/Themed Activity	4:30 PM	Movie/Centers/Class Games/Themed Activity
5:15pm CLEAN UP			
5:30pm END			

Personal Belongings

Please do not allow your child to bring personal belongings to the programs. The After School Program is not responsible for the loss or damage of electronics, toys, games, clothes, or other personal belongings.

Please do not bring the following items to the program:

- Weapons of any sort – fake or real
- Toys, stuffed animals
- Nail polish/makeup
- Valuable items
- Phones or other electronic devices

Staff

The After School Program strives to hire highly qualified, well-trained staff to conduct the After School Programs.

The staff is composed primarily of college students, recent graduates, as well as experienced staff. The staff are innovative and creative individuals who love working with children. Student to staff ratio is 10:1 for Kinder Bridge and 20:1 for ASP.

Medication

There is no nurse on duty during The After School Programs. No medications will be administered by program staff. If a student requires medication or management of health issues, a parent or guardian is required to provide all necessary care. The After School Program staff will ONLY provide medical attention in the form of soap, water, ice and bandages.

In case of a medical emergency, 911 will be contacted immediately.

Allergies

If you're aware that your child is severely allergic to something, it is your responsibility to notify staff in advance so we can take the proper precautions. Allergy lists will be provided to all After School Programs staff.

First Aid

First Aid is administered only by qualified staff. We have staff that are CPR certified and First Aid certified. First Aid Kits are located on each school site. If your child is injured, they will be sent home with our After School Programs Medical, Injury, First Aid Notification Form. There is no nurse on duty during The After School Programs.

Delinquent Accounts

Bills go out on the 15th of each month. You will be billed by the 15th of the month for the **prior** month's service and payment is due by the end of the month in which you are billed. Once you receive an invoice, you can pay that invoice.

If an invoice was lost or forgotten about, a reminder invoice will be sent monthly until paid.

In order to participate in the After School Programs, your account must be kept in good standing. Delinquent accounts risk being unable to register for Conference Care Days, Camps, and participate in our programs.



FAMILY HANDBOOK 2025-2026



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EMAIL:

office@sycamorevalleyacademy.org

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WELCOME MESSAGE

The Academies: Elevating Academics in an Enriching Environment

Welcome to The Academies Charter Management Organization (TACMO) family! We are thrilled you have chosen to take part in the journey to realize the mission and vision of TACMO in our community!

The mission of our school is to engage every student in a manner which cultivates growth and nurtures their curiosity, creativity, and talents. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their gifts to a better, more equitable world.

Our vision is to create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

This Family Handbook is a reference guide for the families of students at TACMO. It provides general information regarding our policies and procedures. We encourage you to read this Handbook carefully. The policies set forth here may be changed from time to time at TACMO's discretion. Once you have reviewed this Handbook, please sign the acknowledgement form at the end of this Handbook and return it to your child's teacher. This signed acknowledgement demonstrates to TACMO that you have read, understand and agree to comply with the policies and procedures outlined in the Handbook.

If you have any questions about this Handbook or any policy or procedure of The Academies, please reach out to our Principals, Superintendent or Board Chairperson.

We look forward to working together to achieve TACMO's mission and vision, proving that schools that put students first can be successful both in quantitative and qualitative terms, and that a student-centered focus produces maximal student, staff, and family well-being.

Sincerely,

Karin Aure, Ed.D.
Superintendent
The Academies Charter
Management Organization

Corey Morse
Principal
Sycamore Valley Academy

Staci Soares
Principal
Blue Oak Academy

Alex Tietjen
Board Chair and BOA Parent
The Academies Charter
Management Organization

ABOUT THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION (TACMO)

The Academies Charter Management Organization (TACMO) is the nonprofit organization that operates Sycamore Valley Academy (SVA) and Blue Oak Academy (BOA). The nonprofit was created to support the development of SVA, which was founded by a team of community leaders led by Ruth Dutton, who became the school's first Superintendent. Visalia Unified School District authorized the charter for SVA on October 11, 2011. In 2016, the SVA team decided it would serve the mission/vision of the school, and the larger community, to grow the organization and open a second school, BOA. At this time, the nonprofit was renamed TACMO. Tulare County Office of Education authorized both schools' charters on December 9, 2016. Dr. Donya Ball served as the organization's second Superintendent for six years, from 2019-20 to 2024-25. In July 2025, Dr. Karin Aure, one of SVA's founders, was named the third Superintendent.

There are many ways Sycamore Valley Academy differs from other educational models and systems. Here are some of its most identifiable distinctions:

MULTI-AGE GROUPING/LOOPING

- Our school employs multi-age grouping and looping structures to enhance student-centered and differentiated instruction. Looping is when teachers follow students for at least two years. In multi-age classrooms, students from two or more grade levels are grouped together. Research has shown that both structures can lead to improved academic outcomes and social-emotional development, as well as foster a more personalized learning experience for students.

DIFFERENTIATION

- We utilize the common core standards in a student-responsive way. We keep students challenged according to what they are ready for next - not their date of birth. We use the GATE standards (acceleration, depth, complexity, and novelty) as well as accommodations and modifications, as necessary, to differ the curriculum and develop our students as thinkers.

MASTERY ORIENTATION

- Our atmosphere is geared toward the goal of constant learning for all. For students, we have removed impediments to learning such as teaching grade level only objectives, so that students are able to learn and grow at their own rate.

THEMATIC LEARNING (AKA "UNIVERSAL THEMES")

- We unify the core academic subject areas through larger, conceptual themes to help students develop the habit of connection-making and seeing the "big picture," as well as to provide relevance for their learning.

PROJECT-BASED LEARNING

- Each class completes a minimum of three project-based learning units over the course of the academic year. We use projects to make learning meaningful and personal for students, and to facilitate the development of higher-level, critical thinking skills, and 21st Century skills. We use the Buck Institute and the PBL core models for PBL to design high quality, interdisciplinary projects for students.

ENRICHMENT

- We devote significant instructional time to subject areas that other schools consider “extras” or do not provide at all. These include Art, Music Appreciation, and Spanish language. In addition, we place a priority on enriching instruction in the core academics – using authentic literature for English/Language Arts, for example, and providing hands-on Science instruction in all classes.

SOCIAL-EMOTIONAL LEARNING

- Teachers devote time to the development of students’ social-emotional awareness and skills through the use of Classroom Meetings, and a school-wide instruction of social-emotional skills such as empathy, emotion management, problem solving, self-regulation, executive function skills, and skills for learning.

AUTHENTIC ASSESSMENT

- Student learning is evaluated in multiple ways, including performance-based assessments (e.g., projects, performances, collaborative work, teacher observation, Socratic seminars) as well as formative and summative assessments. Student portfolios, including work samples across content areas, provide evidence of learning. The i-Ready Diagnostic assessment is administered three times each year for additional progress monitoring and benchmarking. TACMO believes multiple and varied sources of data provide the clearest picture of student learning.

PARENT PARTNERING

- SVA and BOA values the wisdom and insight of parents, and invites parents to participate in the life of the school. We welcome parent volunteers and involvement.

All of the above features are anchored in The Academies Charter Management Organization’s core belief that school programs should be designed with the goal to produce well-adjusted adults, not aligned behind particular tests or exams. With this in mind, TACMO has identified the following school-wide **Learning Outcomes**, which, along with our **Motto**, **Mission**, and **Vision**, consistently inform TACMO staff as we implement our program.

LEARNING OUTCOMES

- Inquisitive, critical thinkers
- Virtuous, courageous, and intelligent individuals
- Self-motivated, competent, life-long learners
- Confident leaders in the 21st century world
- Creative and effective problem-solvers
- Empowered, able citizens in a democratic society

MOTTO

Elevating Academics in an Enriching Environment

SYCAMORE VALLEY ACADEMY STAFF LIST 2025-26



SVA ALL STAFF LIST 2025-26

August 2025

Last Name	First Name	Title/Position	Email
CHARTER MANAGEMENT ORGANIZATION ADMINISTRATIVE AND SUPPORT STAFF			
Aure	Karin	Superintendent	kaure@theacademiescharters.org
Dolin	Shauna	Human Resources Director	sdolin@theacademiescharters.org
Van Groningen	Claudia	Operations Director	claudiav@theacademiescharters.org
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Eastman	Krystal	CMO Office Assistant	keastman@theacademiescharters.org
Jones	Jackie	Mental Health Clinician	jjones@theacademiescharters.org
Morse	Corey	Director of Special Education	cmorse@sycamorevalleyacademy.org
Boehme	Renne	School Psychologist	rboehme@theacademiescharters.org
Roepke-Brenner	Katie	School Nurse	kroepke-brenner@theacademiescharters.org
Ventura	Laura	After School Program Coordinator	lventura@theacademiescharters.org
SYCAMORE VALLEY ACADEMY ADMINISTRATIVE AND SUPPORT STAFF			
Morse	Corey	Principal	cmorse@sycamorevalleyacademy.org
Souza	Mackenzie	Vice Principal	mackenziesouza@sycamorevalleyacademy.org
Quiddam	Brooke	School Psychologist Intern	bquiddam@sycamorevalleyacademy.org
George	Joy	Office Assistant	jgeorge@sycamorevalleyacademy.org
Bustos	Andrea	Office Assistant	abustos@sycamorevalleyacademy.org
Ruiz	Agatha	Licensed Vocational Nurse	agatharuiz@sycamorevalleyacademy.org
Calderon	Steve	Custodian	scalderon@sycamorevalleyacademy.org
SYCAMORE VALLEY ACADEMY CORE ACADEMIC TEACHING STAFF			
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Lozano (Cazares)	Noeli	Kindergarten Teacher	nlozano@sycamorevalleyacademy.org
Flynn	Christina	1 st Grade Teacher	cflynn@sycamorevalleyacademy.org
Kappes	Susan	1 st Grade Teacher	skappes@sycamorevalleyacademy.org
Gallegos	Vanessa	2 nd / 3 rd Grade Teacher	vgallegos@sycamorevalleyacademy.org
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Brenner	Amara	4 th / 5 th Grade Teacher	abrenner@sycamorevalleyacademy.org
Henderson	Michelle	4 th / 5 th Grade Teacher	mhenderson@sycamorevalleyacademy.org
Ridenour	Ashley	4 th / 5 th Grade Teacher	aridenour@sycamorevalleyacademy.org
Alcantar	Andrew	Middle School Teacher 6 th / 7 th	aalcantar@sycamorevalleyacademy.org
Geiger	Janell	Middle School Teacher: Humanities	jgeiger@sycamorevalleyacademy.org
Nuno	Alejandra	Middle School Teacher: Math/Science	anuno@sycamorevalleyacademy.org
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SYCAMORE VALLEY ACADEMY ENRICHMENT, INTERVENTION, AND SPECIAL EDUCATION TEACHING STAFF			
Carmona	Joesaigh	Enrichment Teacher: P. E.	jcarmona@sycamorevalleyacademy.org
Esquivel	Kevin	Music & 2 nd Grade Math Teacher	kesquivel@sycamorevalleyacademy.org
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Halsted	Chelsea	Ed Specialist & Intervention Teacher	chalsted@theacademiescharters.org
Lebda	Lindsey	Enrichment Teacher: 1 st - 5 th Science	llebda@sycamorevalleyacademy.org
Lebda	Lindsey	Enrichment Teacher: 4 th Math	llebda@sycamorevalleyacademy.org
Quezada Mejia	Jimena	Enrichment Teacher: Spanish	jquezadamejia@sycamorevalleyacademy.org
Torres	Diane	Education Specialist	dianetorres@sycamorevalleyacademy.org
Yoshida	Chase	Education Specialist	cyoshida@theacademiescharters.org

SYCAMORE VALLEY ACADEMY STAFF LIST 2025-26 cont.

Last Name	First Name	Title/Position	Email
SYCAMORE VALLEY ACADEMY PARAPROFESSIONAL & AIDE STAFF			
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Acuna Murillo	Deysi	Para-Special Education	dacuna@sycamorevalleyacademy.org
Alvarado	Diego	Para-Special Education	dalvarado@sycamorevalleyacademy.org
Alvarez	Hidey	School Bus Monitor & Gen Act Aide	halvarez@sycamorevalleyacademy.org
Ananian	Renee	After School Program Aide	rananian@sycamorevalleyacademy.org
Bryant	Mikayla	Para-Special Education	mbryant@sycamorevalleyacademy.org
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Bustos	Emily	General Activities & ASP Aide	ebustos@sycamorevalleyacademy.org
Calaway	Jeffrey	General Activities Aide	jcalaway@sycamorevalleyacademy.org
Clark	Chloe	General Activities Aide	cclark@sycamorevalleyacademy.org
Combs	Bronson	General Activities Aide	bcombs@sycamorevalleyacademy.org
Cox	Stephen	General Activities Aide	scox@sycamorevalleyacademy.org
Cox	Stephen	Para-Gen Education: Music	scox@sycamorevalleyacademy.org
Garcia-Padilla	Angelica	After School Program Aide	ngarciapadilla@sycamorevalleyacademy.org
Gonzales	Frank	Behavior Technician Aide	fgonzales@sycamorevalleyacademy.org
Gordon	Cari	Para-General Education (P.E.)	cgordon@sycamorevalleyacademy.org
Hernandez	Bryce	Para-Special Education	bhernandez@sycamorevalleyacademy.org
Kulp	Stephanie	After School Program Aide	skulp@sycamorevalleyacademy.org
Larco	Sophia	Para-General Education	sophialarco@sycamorevalleyacademy.org
Medina	Julie	After School Program Aide	jmedina@sycamorevalleyacademy.org
Mejia	Beatrice	Para-TK Support	bmejia@sycamorevalleyacademy.org
Mejia	Sabrina	School Bus Monitor & Gen Act Aide	smejia@sycamorevalleyacademy.org
Mills	Kimberly	After School Program Aide	kmills@sycamorevalleyacademy.org
Paez	Hanako	General Activities & ASP Aide	hpaez@sycamorevalleyacademy.org
Rivera	Denice	Para-General Education	drivera@sycamorevalleyacademy.org
Rodriguez	Becky	Lead After School Program Aide	brodriguez@sycamorevalleyacademy.org
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Smith	Charlotte	General Activities Aide	csmith@sycamorevalleyacademy.org
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Villanueva	Yecenia	General Activities & ASP Aide	yvillanueva@sycamorevalleyacademy.org
Viveros	Natalie	Para-General Education	nviveros@sycamorevalleyacademy.org
Zayas	Evanna	Behavior Technician Aide	ezayas@sycamorevalleyacademy.org

COMMUNICATING WITH TACMO STAFF

TACMO classroom teachers and other staff are open and eager to hear thoughts, questions, comments, and concerns. When you have something to share with our staff, we want to be able to give that comment or concern our full attention.

In order to do this effectively and safely, please review and follow these guidelines for when and how to communicate with staff.

Teachers and other staff use the ParentSquare app which allows them to quickly send important information and reminders to families. Within the first days of school, teachers will give out information about connecting to this service. Please make sure that we have up-to-date cell phone information. In addition, please follow the following guidelines for communicating with staff:

- Try to use **EMAIL or ParentSquare messaging** first! During the school day, we expect our staff to have their full attention turned to the safety of our students and to supporting their learning.
- If you are unable to sort out the concern via email or need to speak directly to the teacher, please email to **set an appointment** with the teacher. The teacher will always be more able to give you his/her attention in a scheduled appointment.
- If you do see the teacher or staff in the hall and are desperate to meet, please ask that teacher first, “Do you have time to see me now? If not, when could I come back and speak with you?” This allows for the teacher to talk with you if he/she is available, or to let you know when it would be more appropriate.
- Please remember that teachers need to keep their focus on students' learning and safety the whole school day, including during morning line up and while on duty supervising students after the final bell. During the instructional day, teachers' breaks from the classroom are short and rely on coverage by another staff member.

Communication between parents/guardians and staff must remain respectful, productive, and focused on finding solutions.

Working together we can address the thoughts and concerns of parents as they arise while also keeping the focus on learning and student safety during our instructional days. For complaints, please see the “Complaint Procedures” section of this Handbook.

ACADEMIC CALENDAR



ACADEMIC CALENDAR

2025-2026

AUGUST 2025 (13)

MON	TUE	WED	THU	FRI
				1
4	5	6 X	7 X	8 X
11 T	12 T	13 E	14	15
18	19	20 E	21	22
25	26	27 E	28	29

SEPTEMBER 2025 (20)

MON	TUE	WED	THU	FRI
1 H	2	3 E	4	5
8	9	10 E	11	12
15	16	17 E	18	19 X
22	23	24 E	25	26
29	30			

OCTOBER 2025 (21)

MON	TUE	WED	THU	FRI
		1 E	2	3
6	7	8 E	9	10
13 H	14 X	15 E	16	17
20	21	22 E	23	24
27	28	29 E	30	31

NOVEMBER 2025 (11)

MON	TUE	WED	THU	FRI
3	4	5 E	6	7*
10 L	11 H	12 E	13	14
17	18	19 E	20 C	21 C
24 L	25 L	26 L	27 H	28 L

DECEMBER 2025 (15)

MON	TUE	WED	THU	FRI
1	2	3 E	4	5
8 ■	9	10 E	11	12
15	16	17 E	18	19 ■
22 L	23 L	24 L	25 H	26 L
29 L	30 L	31 L		

JANUARY 2026 (14)

MON	TUE	WED	THU	FRI
			1 H	2 L
5 L	6 L	7 L	8 L	9 L
12	13	14 E	15	16
19 H	20	21 E	22	23
26 ■	27	28 E	29	30

FEBRUARY 2026 (18)

MON	TUE	WED	THU	FRI
2	3	4 E	5	6
9	10	11 E	12	13 X
16 H	17	18 E	19	20
23	24	25 E	26	27

MARCH 2026 (20)

MON	TUE	WED	THU	FRI
2	3	4 E	5	6*
9	10	11 E	12	13
16	17	18 E	19	20
23	24	25 EC	26 ■C	27 ■C
30 L	31 L			

APRIL 2026 (18)

MON	TUE	WED	THU	FRI
		1 L	2 L	3 L
6 L	7	8 E	9	10
13	14	15 E	16	17
20	21	22 E	23	24
27	28	29 E	30	

MAY 2026 (20)

MON	TUE	WED	THU	FRI
				1
4 ■	5	6 E	7	8
11	12	13 E	14	15
18	19	20 E	21	22
25 H	26	27 E	28	29

JUNE 2026 (5)

MON	TUE	WED	THU	FRI
1	2	3 E	4	5* ■
8	9	10	11	12
15	16	17	18	19 H
22	23	24	25	26
29	30			

 No Student Attendance: School NOT in Session

 Regular School Day: Grades TK-8

E Early Release Day: Grades TK-8 dismiss at 1:00 PM

■ Minimum Day: Grades TK-8 dismiss at 12:15 PM

*End of Trimester

C = Conference Day

H = National Holiday

L = Local Student
Non-Attendance Day

X = Staff Development

T = Teacher Work Day



- ✓ Optional After-School Programs run until 5:30 PM
- ✓ Students must be in line and ready to learn at 8:10 AM
- ✓ Breakfast served from 7:45 AM – 8:05 AM daily

GRADES TK + K	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 30 Minutes
9:40	Recess Begins
10:00	Recess Ends Instruction Begins 1 Hour 30 Minutes
11:30	Lunch & Recess Begin
12:10	Lunch & Recess End Instruction Begins 1 Hour 20 Minutes
1:30	Dismissal

GRADE 1	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 30 Minutes
9:40	Recess Begins
10:00	Recess Ends Instruction Begins 1 Hour 30 Minutes
11:30	Lunch & Recess Begin
12:10	Lunch & Recess End Instruction Begins 1 Hour 45 Minutes
1:45	Recess Begins
2:00	Recess Ends Instruction Begins 1 Hour 30 Minutes
3:30	Dismissal

GRADES 2 + 3	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 40 Minutes
9:50	Recess Begins
10:10	Recess Ends Instruction Begins 1 Hour 50 Minutes
12:00	Lunch & Recess Begin
12:40	Lunch & Recess End Instruction Begins 1 Hour 30 Minutes
2:10	Recess Begins
2:25	Recess Ends, Instruction Begins 1 Hour 5 Minutes
3:30	Dismissal

GRADES 4 + 5	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 40 Minutes
9:50	Recess Begins
10:10	Recess Ends Instruction Begins 2 Hours
12:10	Lunch & Recess Begin
12:50	Lunch & Recess End Instruction Begins 1 Hour 20 Minutes
2:10	Recess Begins
2:25	Recess Ends Instruction Begins 1 Hour 5 Minutes
3:30	Dismissal

GRADES 6 + 7 + 8	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 57 Minutes
10:07	Break Begins
10:17	Instruction Begins 1 Hour 42 Minutes
11:59	Break Begins
12:09	Break Ends Instruction Begins
1:00	Lunch Break Begins
1:40	Lunch Break Ends Instruction Begins 1 Hour 50 Minutes
3:30	Dismissal



2025-2026 DAILY SCHEDULE • EARLY RELEASE DAY



- ✓ Optional After-School Programs run until 5:30 PM
- ✓ Students must be in line and ready to learn at 8:10 AM
- ✓ Breakfast served from 7:45 AM – 8:05 AM daily

GRADES TK + K	GRADE 1	GRADES 2 + 3	GRADES 4 + 5	GRADES 6 + 7 + 8
7:35 Campus Opens	7:35 Campus Opens	7:35 Campus Opens	7:35 Campus Opens	7:35 Campus Opens
8:10 Instruction Begins 1 Hour 30 Minutes	8:10 Instruction Begins 1 Hour 30 Minutes	8:10 Instruction Begins 1 Hour 40 Minutes	8:10 Instruction Begins 1 Hour 40 Minutes	8:10 Instruction Begins 2 Hours 5 Minutes
9:40 Recess Begins	9:40 Recess Begins	9:50 Recess Begins	9:50 Recess Begins	10:15 Break Begins
10:00 Recess Ends Instruction Begins 1 Hour 30 Minutes	10:00 Recess Ends Instruction Begins 1 Hour 30 Minutes	10:10 Recess Ends Instruction Begins 1 Hour 50 Minutes	10:10 Recess Ends Instruction Begins 2 Hours	10:30 Instruction Begins 2 Hours 5 Minutes
11:30 Lunch & Recess Begin	11:30 Lunch & Recess Begin	12:00 Lunch & Recess Begin	12:10 Lunch & Recess Begin	12:35 Lunch Break Begins
12:10 Lunch & Recess End Instruction Begins 50 Minutes	12:10 Lunch & Recess End Instruction Begins 50 Minutes	12:40 Lunch & Recess End Instruction Begins 20 Minutes	12:50 Lunch & Recess End Instruction Begins 10 Minutes	1:00 Lunch Break Ends Dismissal
1:00 Dismissal	1:00 Dismissal	1:00 Dismissal	1:00 Dismissal	



DAILY SCHEDULE • MINIMUM DAY

2025-2026



- ✓ Optional After-School Programs run until 5:30 PM
- ✓ Students must be in line and ready to learn at 8:10 AM
- ✓ Breakfast served from 7:45 AM – 8:05 AM daily

GRADES TK + K +1	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 5 Minutes
9:15	Recess Begins
9:30	Recess Ends Instruction Begins 1 Hour 15 Minutes
10:45	Lunch & Recess Begin
11:20	Lunch & Recess End Instruction Begins 55 Minutes
12:15	Dismissal

GRADES 2 + 3	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 5 Minutes
9:30	Recess Begins
9:45	Recess Ends Instruction Begins 1 Hour 25 Minutes
11:10	Lunch & Recess Begin
11:45	Lunch & Recess End Instruction Begins 30 Minutes
12:15	Dismissal

GRADES 4 + 5	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes
9:30	Recess Begins
9:45	Recess Ends Instruction Begins 1 Hour 25 Minutes
11:10	Lunch & Recess Begin
11:45	Lunch & Recess End Instruction Begins 30 Minutes
12:15	Dismissal

GRADES 6 + 7 + 8	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 45 Minutes
9:55	Break Begins
10:05	Break Ends Instruction Begins 1 Hour 45 Minutes
11:50	Lunch Break Begins
12:15	Lunch Break Ends Dismissal

MINIMUM DAY SCHEDULE

All grades dismiss at 12:15 PM on the following minimum days:

Monday • December 8, 2025	Friday • March 27, 2026
Friday • December 19, 2025	Monday • May 4, 2026
Monday • January 26, 2026	Friday • June 5, 2026
Thursday • March 26, 2026	

FOGGY DAY SCHEDULE

Sycamore Valley Academy will be open at regular start times every day of the school calendar, but families are advised to exercise extra caution when traveling to school in foggy weather, or may opt to bring students to school late, after the fog has lifted.

Students will not be penalized for being tardy. Please provide a written or phone excuse to the school, indicating foggy weather as the reason for the student's delay.

The following schedules apply for students who ride the SVA bus:

Plan A- Fog is recognized, but there is no change of schedule.

Plan B- 2 hour delay.

Plan C- Bus routes are canceled.

KSEE 24, ABC 30, KMPH FOX 26 are the news sources (both television and their websites) where foggy day status can be found quickly.

DROP OFF AND PICK UP PROCEDURES

The following is TACMO Student Policy 12-009.

Gates will open at 7:35 AM. Students are not allowed on campus prior to that time. Once a student arrives at school, he/she may not leave campus before dismissal unless a parent or guardian signs the student out at the front office. Parents and students should be aware that no adult supervision is provided prior to 7:35 AM, and neither TACMO nor Tulare County Office of Education assumes any responsibility for students who are dropped off at the school site prior to that time.

Between 7:35 – 8:10 AM, students are to be on the playground/blacktop, or if teachers are in classrooms and give permission, students can go to their own classroom during this time. If a student's classroom door is closed, students should bring their backpacks with them to the yard or cafeteria and remain there until the line-up bell rings. If student backpacks contains school items or materials, please check-in at the office.

All students and teachers must report to the playground at 8:10 AM when the line-up bell rings. When the bell rings at 8:10 AM, students are to stop playing, and line up in their designated areas. Parents escorting students on campus at or after 7:35 AM may go into classrooms if teachers have doors open; however, only school personnel and students may enter the playground during the school day. All other adults or children must first go through proper check-in at the school's front office. ***NOTE: Any students arriving after 8:15 are tardy and MUST obtain a note from the office before going to their class.**

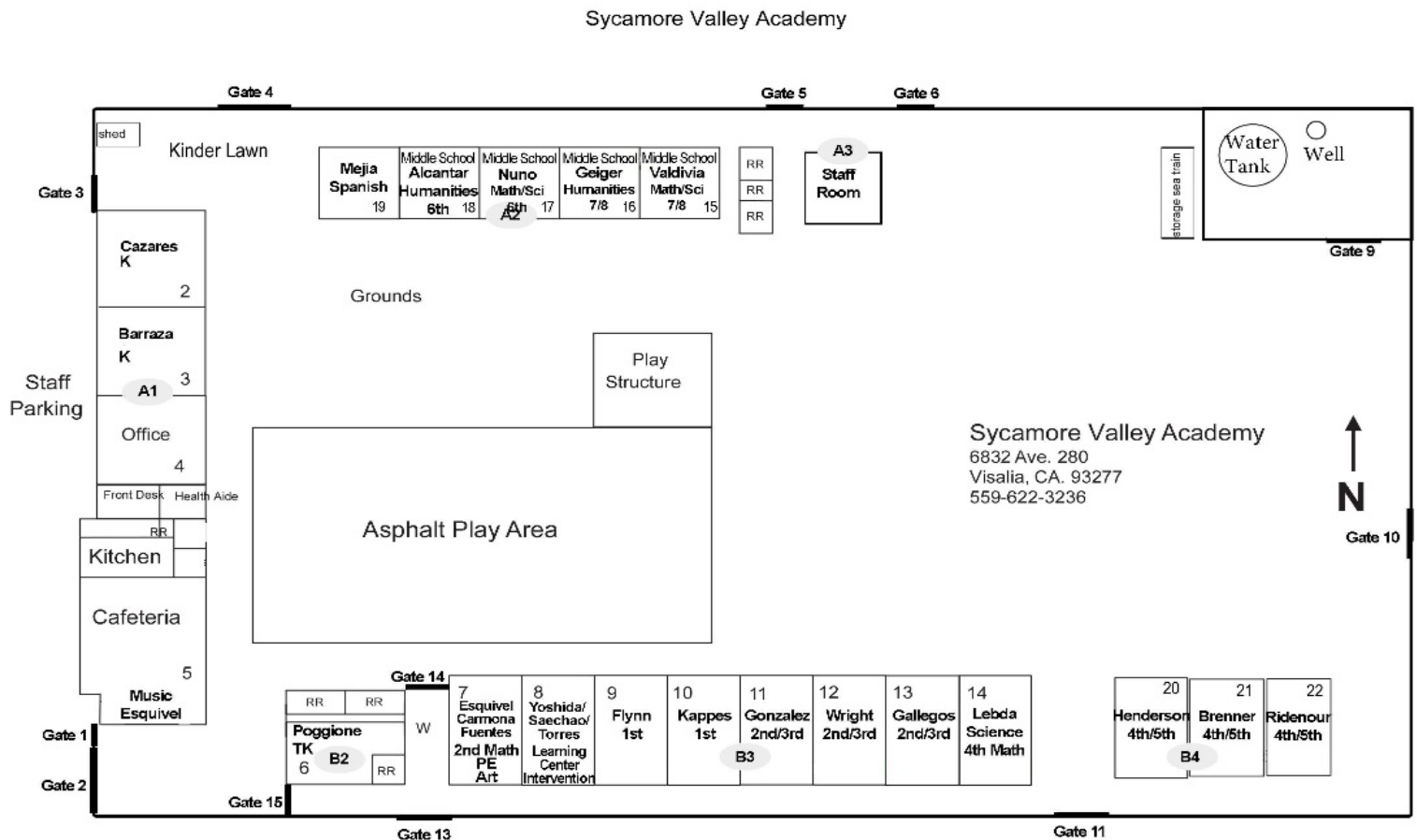
Parents must wait outside the gates for students after school. Because of safety concerns, students will not be released to a vehicle. Parents must park their vehicle and come to the gate to receive their student. Upon dismissal, teachers will escort students to the exit gate areas. After children are picked up, remaining students will be taken to the after-school program (if scheduled) or to the front office if it appears the student's family is late to pick him/her up.

Supervision is provided for **10 minutes** after school is out. Students who are not enrolled in ASP will be escorted to the office, where office staff will call home. Students will then be sent to ASP if parents are

contacted and agree to send the child to the program, for which they will be required to register and pay associated fees. Child Welfare Services will be alerted if a student has not been picked up after 30 minutes beyond the school day and no contact has been made with the office. If a parent has an appointment with a teacher, the parent can sign in and enter campus after students are dismissed. A Kindergarten student may not wait after school for a student in another grade to be dismissed at 3:30 PM. Enrollment in the afterschool “Kinder Bridge” program is an option for these students.

If it is necessary to park across the street on either Rd. 68 or Caldwell/Ave 280 for drop-off or pick-up, parents must park their vehicle and escort their student across the street at the corner light where there is a crosswalk. Jaywalking is prohibited by law and is unsafe for pedestrians.

Parents are asked to observe safe driving habits in the school zone. Please do not double-park, park in fire lanes or park in handicapped parking spaces (unless you display a handicapped marker/license).



ARRIVAL

BUS DROP-OFF

All students arriving by bus will be dropped off in the circle drive on Rd. 68 by the front office and arrival gate.

PARENT DROP-OFF

Parents should pull into the driveway on Caldwell at the east end of the school and exit the driveway on Rd 68, on the West end of campus. The driveway is **ONE WAY** only. Use the spaces available on the East and North sides of campus to park and let your student out. There will be gates on the East side, as well as the North side of campus that will be open to try to spread out the entry points. Please be extremely cautious when pulling in and out of parking spaces. Traffic will be busy through this driveway, and we need everyone to follow all rules and regulations and please be considerate of the other SVA families who are also trying to drop off or pick up. Remember, **enter on Caldwell ONLY, and exit on Rd 68 ONLY.**

****NOTE:** When using the circle driveway at the front of campus in the morning, please be aware of buses arriving with students and help maintain a steady flow of traffic.*

DISMISSAL

BUS PICK-UP

Students leaving by bus will leave from the western gates.

TRANSITIONAL KINDERGARTEN AND KINDERGARTEN PICK-UP

Kinder students are released at 1:30 (Regular Day), 1:00 (Early Release Wednesdays), and 12:15 (Minimum Day) and may be picked up at Gate C, which is the gate nearest the kindergarten rooms on the North side of campus.

****NOTE:** There are no buses at Transitional Kindergarten and Kindergarten dismissal on a Regular Day schedule. If enrolled in the "Kinder Bridge" program after school, pick up is at 3:30 and kinder students should go to the appropriate bus, or the south gate near the Science Room for parent pick up.*

PARENT PICK-UP

Students in grades 1-8 will be released at 3:30 (Regular Day), 1:00 (Early Release Wednesdays), and 12:15 (Minimum Day).

Students will dismiss from the gate of the youngest sibling.

- Gate A (East side of campus) is the 2nd-5th gate
- Gate B (North side of campus on the East end of the driveway) is the middle school gate.
- Gate C (North side of campus on the west end of the driveway) is the TK-1 gate.

****SPECIAL NOTE:** If you pick up your student later than 3:45pm, the first time will be a "grace" allowance. The student will be able to wait in After School Program for free. If this occurs more than once, we will require that the student wait in After School Program and you will be billed for the days that student required our after-school care.*

BUS TRANSPORTATION INFORMATION


SVA and the TACMO Board of Directors have chosen to invest in transportation service in order to provide increased access to all SVA families and to ensure equitable community access in the future as SVA continues to grow and expand.






BUS SCHEDULE

2025-2026

-  SVA students will be transported via yellow bus, operated by Classic Charter.
-  The SVA bus service will serve only enrolled SVA students. The bus will not transport additional student passengers attending other area schools.
-  Parents/Guardians are responsible for their student's safety until they board the bus and once they step off the bus.
-  Parents/Guardians are responsible to transport students who miss the bus. Please arrive to your bus stop 10 MINUTES EARLY.



	REGULAR DAY Pick Up/Drop Off	WEDNESDAY Pick Up/Drop Off	MINIMUM DAY Pick Up/Drop Off
HOUSTON Elementary School 1200 North Giddings Avenue Visalia, CA 93292 Bus Loading Zone	7:20 AM 4:18 PM	7:20 AM 1:30 PM	7:20 AM 12:38 PM
ROYAL OAKS Elementary School 1313 South Clover Drive Visalia, CA 93277 Houk Park, near light post	7:35 AM 4:03 PM	7:35 AM 1:21 PM	7:35 AM 12:31 PM
CRESTWOOD Elementary School 3001 West Whitendale Street Visalia, CA 93277 Redwood Street Loading Zone	7:40 AM 3:55 PM	7:40 AM 1:15 PM	7:40 AM 12:25 PM

Contact SVA Front Office if:

- Your bus is more than 30 minutes late
- Your child never got off the bus

Sycamore Valley Academy
6832 Avenue 280
Visalia, CA 93277
(559) 622-3236

MINIMUM DAY SCHEDULE	
<i>All grades dismiss at 12:15 PM on the following minimum days:</i>	
Monday • December 8, 2025	Friday • March 27, 2026
Friday • December 19, 2025	Monday • May 4, 2026
Monday • January 26, 2026	Friday • June 5, 2026
Thursday • March 26, 2026	



BUS FAQs & INFORMATION

2025-2026

Contact SVA Front Office when:

- Your bus is more than 30 minutes late
- Your child never got off the bus

Sycamore Valley Academy
6832 Avenue 280
Visalia, CA 93277

(559) 622-3236

You weren't able to meet your Kindergarten student at the bus stop?

All Kindergarten students are taken back to Sycamore Valley Academy if a Parent or Guardian is not at the bus stop to meet them.

Sometimes, my child's bus is late. Why does this happen and what should I do?

Every day, situations arise that are beyond the bus drivers' control. These can include traffic accidents, driver absences, maintenance problems, lane closings and roadwork, weather delays or even a late departure from school. Please be patient, as the drivers make every effort to stay on schedule while being mindful of student safety.

What should I do if my child missed the bus to Sycamore Valley Academy?

Students should be at their bus location at least 10 minutes before the scheduled pick-up times. Parents/Guardians are responsible for transporting children to Sycamore Valley Academy who miss the bus.

Can my child ride the bus home with their friend?

You must first submit a request to the SVA office. Approval is based on available room on the bus.

How do I request a new bus stop after we've moved?

You will need to submit a Change of Address Form to the SVA Front Office. Online and printable forms can be found on our website www.sycamorevalleyacademy.org or you can pick one up from the SVA Office.

How do I report a complaint, issue or compliment in regards to student bus transportation?

Contact the SVA office via email at office@sycamorevalleyacademy.org. Provide as much detail as possible.

This is my child's first year to ride on a school bus; is there anything I can do to help him/her prepare for this new experience?

We recommend that families practice walking with their children to their assigned bus stops. Make sure that your students know their bus route number. You can also write the bus route number and stop location clearly on a note that is attached to a backpack or write the bus number and stop on a wristband so that the child can carry the information easily without fear of losing it.

Is the bus driver responsible for children until they get home in the afternoon?

The bus driver is responsible for children while they are actually riding on the bus.
Parents/Guardians are responsible for children's safety when they are on their way to or from the bus stop.

My child left their belongings on his/her bus. What should I do?

Check with your driver the next day or contact the SVA office at (559) 622-3236.

BUS CONDUCT

The following rules apply at all times when students are riding a school bus, including when riding the bus during school activity trips:

1. Follow the instructions and directions of the Bus Monitor at all times.
2. Arrive at designated bus stop 5 minutes prior to pick-up time and stand in a safe place at the stop to wait quietly for the bus.
3. Enter the bus in an orderly manner and go directly to a seat.
4. Sit down and fasten any passenger restraint. Remain seated while the bus is in motion.
5. Do not block the aisle or emergency with body or personal belongings.
6. Be courteous to the driver and to fellow passengers. Vulgarity, rude or abusive behavior is prohibited.
7. Noise or behavior that could distract the driver, such as loud talking, whistling, yelling, singing, loud laughing, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.
8. Do not use tobacco products, eat, or drink while riding the bus.
9. May bring electronic devices onto the bus ONLY if such devices are permitted at school. However, use of cellphones and Chromebooks on the bus is not permitted.
10. Do not put any part of the body outside the window or throw any item from the bus.
11. Keep the bus and the area around the bus stop clean. Do not damage or deface the bus or tamper with bus equipment.
12. Service animals are permitted on school transportation services; all other animals are prohibited.
13. Upon reaching the destination, remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraints, enter the aisle and go directly to the exit.
14. Be alert for traffic when leaving the bus and follow the district's transportation safety plan when crossing the road and exiting the bus.

A student's bus privilege may be revoked at any time if he/she does not comply with the rules for bus conduct.

BUS BEHAVIOR EXPECTATIONS

When riding the bus, you are expected to:

1. **Be Safe**
 - Stay seated facing forward at all times.
 - Keep hands, feet, and objects to yourself.
 - Keep the aisle clear.
 - Wait for the bus to stop before standing up.
2. **Be Respectful**
 - Use kind words and an inside voice.
 - Follow directions from the bus driver or bus monitor the first time.
 - Respect other students' space and property.
 - No name-calling, teasing, or inappropriate language.
3. **Be Responsible**
 - Arrive at the bus stop on time.
 - Take care of your belongings.
 - No cellphones or chromebooks out.
 - No food or drinks on the bus.
 - Do not leave any trash on the bus.
 - Report unsafe behavior to the driver or school staff.

CONSEQUENCES FOR NOT FOLLOWING EXPECTATIONS

1st Offense - Verbal warning

2nd Offense - Parent/Guardian Contacted & Written Referral, bus monitor may temporarily assign seats

3rd Offense - Temporary loss of bus privileges (1-3 days), bus monitor will give student a permanent assigned seat

4th Offense - Extended loss of privileges or permanent removal from the bus

Severe behaviors such as fighting, threatening others, or unsafe actions may result in immediate suspension from bus privileges.

BUS SURVEILLANCE

The Superintendent or designee shall monitor the use and maintenance of the district's bus surveillance system. Any bus may have a surveillance camera, and those that do will be marked as such. Footage from the cameras is NOT available to the public. Only school administration and law enforcement have the ability and permission to monitor and examine surveillance footage.

ATTENDANCE

Regular attendance is essential to a student's success in school. Most subjects are taught in sequence, requiring the understanding of each concept in order of its presentation. Furthermore, regular attendance promotes the development and maintenance of scholarly habits. Persistent absenteeism creates a genuine hardship for a student and is regarded as a very serious problem. Students with excessive tardiness or absences may be required to meet with site or district personnel to discuss an improvement plan for chronic absenteeism, which may include being placed on an attendance contract.

VERIFICATION OF ABSENCES

If your student must be absent from school, please verify the absence by phone at **(559) 622-3236** or by email at office@sycamorevalleyacademy.org **by 10 AM on the day of the absence**. It is also acceptable (but not preferable) for your student to bring a written note signed by a parent or guardian explaining their absence from school upon their return to school.

When you call, email or write a note to verify an absence, please be sure to state the reason for the child's absence from school. No absence can be excused unless it falls within the approved list designated by California Education Code 48205 which states:

A pupil shall be excused from school when the absence is:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family*, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law. [Must be approved in advance]
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family, who is an active-duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

LEAVING SCHOOL DURING THE SCHOOL DAY

As every moment of your child's learning time at SVA is valuable, please make every effort to schedule appointments outside of normal school hours. In the event that a daytime appointment cannot be avoided, please provide advance notice to your child's teacher and allow for time before your appointment to sign your child out from the front office. When coming into the office to pick up your student please bring your driver's license or state issued identification card for security purposes.

TRANSFERS TO ANOTHER SCHOOL

If it becomes necessary for your child to leave SVA during the year, please notify the school as soon as possible so your transfer can be made speedily and efficiently. All permanent records will be sent directly to the new school. Your prompt notification helps SVA because it allows new students to enter from our waitlist rapidly.

INDEPENDENT STUDY POLICY

The following is TACMO Board Policy 12-020.

The Governing Board of The Academies Charter Management Organization ("TACMO"), which operates Sycamore Valley Academy and Blue Oak Academy (hereinafter, collectively the "Charter Schools") may offer independent study to meet the short or long-term educational needs of students enrolled in the Charter Schools. Independent study may be permitted, upon request, at the sole discretion of the Superintendent or designee. The Superintendent or designee's considerations for approving independent study may include, but are not limited to, the student's current academic standing, the student's grade level, the timing during the grading period, the purpose of the absence for which independent study is requested, previous participation in independent study, and input from teachers, MTSS team, 504 team, or IEP team as applicable. The Superintendent or designee shall not deny a request for independent study on the basis of race, ethnicity, age, gender, mental or physical disability or on the basis of any other protected characteristic, either actual or perceived.

Independent study is an optional education alternative in which no pupil may be required to participate, and is designed to teach the knowledge and skills of the core curriculum. The Charter Schools shall provide appropriate existing services and resources to enable students to complete their independent study successfully. The following written policies have been adopted by the TACMO Board for implementation at the Charter Schools:

1. For pupils in all grade levels and programs offered by the Charter Schools, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be ten (10) school days.
2. The Superintendent or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete three (3) assignments during any period of ten (10) school days.
 - b. In the event a pupil's educational progress falls below satisfactory levels as determined by the Charter Schools' site principal, who shall consider ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter Schools shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.
4. The Charter Schools have adopted tiered reengagement strategies* for the following pupils:

- a. All pupils who are not generating attendance for more 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil.
- b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation.
- c. Outreach from the Charter Schools to determine pupil needs, including connection with health and social services as necessary.
- d. When the evaluation described above under paragraph 2 is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil- parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:

- a. For pupils in transitional kindergarten and grades 1 to 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
 - i. Each student shall be provided opportunities for daily synchronous instruction by the student's assigned supervising teacher, as determined in the student's Master Agreement.
- a. For pupils in grades 4 to 8, inclusive, the plan to provide opportunities for both daily live interaction between the pupil and a certificated or non- certificated employee of the Charter Schools and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
 - ii. Each student shall be provided opportunities for daily live interaction with a certificated or non-certificated employee of the Charter Schools and at least weekly synchronous instruction by the student's assigned supervising teacher, as determined in the student's Master Agreement.

6. The following plan* shall be utilized to transition pupils whose families wish to return to in- person instruction from independent study expeditiously, and, in no case, later than five instructional days:

- a. Parents will make a request to the Charter Schools' Superintendent and/or site principal.
- b. Within five (5) instructional days of the request, students shall be returned to in- person instruction.

** The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who*

participate in an independent study program for fewer than 16 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein, pursuant to Education Code Section 51747, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
 - i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having

responsibility for the general supervision of the independent study course, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- *Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.*

8. The Charter School shall comply with Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Superintendent shall establish regulations to implement these policies in accordance with the law.

This policy revision was formally adopted at a meeting of The Academies Charter Management Organization Board of Directors on August 20, 2024.

CURRICULUM AND PROGRAMS

This Handbook provides an overview of the curriculum and programs that TACMO implements. Your classroom teacher can tell you more about how the curriculum is used in your specific classroom/ grade level.

Our school utilizes the Common Core State Standards, or “CCSS”. The California Department of Education (CDE) has created this helpful website with CCSS resources for families: <https://www.cde.ca.gov/re/cc/ccssresourcesparents.asp>.

The curriculum at TACMO includes English, mathematics, science, history, visual and performing arts, health, Spanish language, social-emotional learning, and physical education. 5th-8th grade students also participate in an elective offering, which may include: Music, Art, Embroidery, Cooperative games, skills for life, or other identified electives. Many of these electives change from year to year based on student interest and staff expertise. In addition, TACMO provides instruction to enable students to not only meet, but to also exceed the standards through differentiated instruction and pedagogy that emphasizes critical thinking. All classes above first grade have a minimum of three project-based learning experiences per academic year to facilitate the transfer of student learning to its application. Teachers use both inquiry-based and direct instruction models to help students achieve, depending on the learning objective. Best practices in Gifted Education, which are good for all students, are utilized in all classes. These include the use of universal themes, greater use of abstract thinking tasks, interdisciplinary, and multidimensional approaches to subject matter.

In science and history, SVA “loops” its content coverage to enable our teachers to cover the required content thoroughly in our multi-age classrooms. This loop repeats so that our TK-8 students exit having covered all of the same content that they would be exposed to at another public school, however the order in which information is presented may differ from other schools.

HOMEWORK AT SYCAMORE VALLEY ACADEMY

Teacher’s Discretion

At the discretion of the teacher, students may be assigned homework with varying duration for such purposes as:

- o To hold students accountable for using time wisely in class
- o To reteach concepts/skills or give parents tools to help their student (to prevent further remediation)
- o To remediate when a student is lacking prerequisite skills to achieve at grade level
- o To activate interest in a learning topic
- o As part of a collaborative learning project
- o To solidify new learning through practice
- o To encourage students who are naturally curious and desire more opportunities to learn

Regardless of the degree of need a student displays, teachers will never assign an “unreasonable” amount of homework to a student.

Two underlying assumptions about homework at TACMO:

1. Since TACMO is mindful of child development and because research suggests no *academic* benefit to homework until grades 6-8, it is the assumption of our school leadership that student time spent on homework will generally be lesser at younger ages and greater at older ages.
2. Teacher’s discretionary homework should be assigned in response to individual student needs as indicated by student performance or family request.

GRADING AND REPORTING

TACMO is on a trimester system, so we have three grading periods: Fall, Winter, and Spring. One Report Card is issued per trimester.

Fall trimester is August through mid-November. Every student has a Parent-Teacher Conference at the end of this trimester.

Winter Trimester is mid-November through mid-March. At the end of this trimester, teachers schedule conferences with limited students based on academic or other need. Parents/guardians of students for whom a conference was not scheduled may request a conference.

Spring Trimester is mid-March through the last day of school. There is no Parent-Teacher Conference at the end of the Spring Trimester.

TACMO Report Cards give parents information about their student's academic progress and growth and may show out-of-grade-level learning when students are working below or above grade level in certain subject areas.

Parent-Teacher Conferences include discussion of Report Cards, reviewing the portfolio of student work, and discussion of ways the family can support the student's learning at home. Report Cards have a combination of quantitative (1-4) scores, with an explanation key, along with narrative reporting and feedback on each student's Individualized Learning Plan goals.

HOW TO READ YOUR CHILD'S TRIMESTER REPORT CARD

The Scores

In the report card a key is located on the first page. The scores are not like typical "grades" but rather an indication of student performance on the teacher's standards-aligned assignments and tests given in the trimester.

Scores are reported with a 1-4 scale or an indication that an area of study has not yet been assessed:

NYA = Not Yet Assessed	1 = Objective has been introduced and student is practicing this.	2 = Student in continuing to practice the objective to develop proficiency.	3 = Student is demonstrating proficiency in the objective.	4 = Student has shown mastery of the objective.
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In addition, for **Language Arts and Math** there is narrative commentary provided by your child's teacher as well. Our Trimester Report Cards contain more narrative comments than most schools provide. This is reflective of TACMO's core belief in authentic assessment. We believe that the teacher's observations (based on student work or behavior) are equally valid measures and that this commentary is just as useful for parents/guardians as numeric or letter scores.

TACMO is committed to assessing multiple measures of a student's ability. In each Parent Conference, a portfolio of student work will be presented along with the student's report card. We believe the presentation of a student's work in the format of the **portfolio** is equally important as the report card itself.

Current trimester **1-4 scores reflect student performance on teacher's standards-aligned assignments and tests given in the trimester**. At this school, then, a 1 is not always a "bad" score. As our 1-4 scale indicates, it means your child is working on something that is new to him/her with the teacher's support. In particular, when the Grade Level noted above the score is beyond your child's assigned age/grade (i.e. you have a 1st grader and the column heading says "Grade Level: 2"), then 1 score shows your child is advanced in this area and is beginning to attempt the Grade 2 objectives. **A student who is on grade level will have mostly 1's and 2's in Trimester 1 and should achieve 3's or 4's in Trimester 3. It is only when a student STAYS in the 1-2 range over the course of a school year that this would be cause for concern and intervention.**

PROMOTION AND RETENTION

Students at TACMO are expected to progress through each grade within the school year. The decision whether to promote or retain a student will be based upon:

- The student's report card(s)
- Curriculum embedded reading
- English language arts, and mathematics assessments
- Mastery of content grade level standards and other assessment measures to determine if the student is eligible for promotion
- Social-emotional considerations

SCHOOL POLICIES

SCHOOL RULES

At The Academies, the focus is on learning; every student has the right to learn. Students who interfere with this right will be subject to the school's social contract procedures. The Superintendent, Principals, or Vice Principal have the authority to talk to all students involved in any incident and to determine the course of action to be taken. The following school rules apply at school, going to and from school, on any school-provided transportation, and at any event where TACMO is represented (regardless of location), and apply to all TACMO students.

1. Students will **COOPERATE** with others.
2. Students will show **ACCOUNTABILITY** by following campus-wide expectations, instructions from staff, and classroom respect agreements.
3. Students will show **RESPECT** towards themselves, others, and school property.
4. Students will show **EMPATHY** towards others.

SCHOOL- WIDE EXPECTATIONS

	Hallway	Cafeteria	Restroom	Playground	Bus	Classroom	Common areas
Cooperation I will be a team player.	Line up peacefully. Follow the school traffic patterns.	Wait in line peacefully.	Use the inside voice. Report problems. Wait your turn when there are 3 students in the bathroom.	Practice good sportsmanship. Take turns	Wait in the designated area.	Actively participate. Actively listen. Be flexible.	Wait patiently.
Accountability I will do what is expected of me, even when no one is watching.	Hands and body to self. Walk quietly and go straight to your destination.	Stay in your seat. Eat your own food. Follow adult directions- the first time.	Report problems. Hands to self.	Follow adult directions- the first time. Keeps hands, feet, and objects to self. Use the bathroom and get water during recess. Walk quickly and quietly to line up.	Stay in your seat. Follow bus rules.	Follow cellphone and technology policies. Follow dress code policy. On time and on task. Walk to and from your destination in a quiet line. Follow school rules.	Enter and exit buildings quietly.
Respect I will value myself, others, and the school environment.	Use appropriate language.	Clean up after yourself. Value personal space.	Clean up after yourself. Value personal space.	Treat equipment appropriately, and put it where it belongs.	Hands and feet to self.	Hands, feet, and objects to self.	Hands, feet, and objects to self. Clean up after yourself. Value personal space.
Empathy I will be mindful of and show care for others.	Be aware of others.	Use an inside voice.	Respect privacy and property.	Help and include others	Use an inside voice.	Be aware of others.	Use an inside voice.

SOCIAL CONTRACT AND HONOR CODE

The purpose of a comprehensive behavior system is to provide a safe and comfortable environment in which students can learn. It is the goal of all adults at TACMO to help children to learn to behave responsibly and to demonstrate respect toward people, property and process. Students at The Academies are expected to abide by our **Honor Code**, which states:

I will do what is right because it is right.

Derived from the Honor Code, the CORE 4 Principles provide greater specificity regarding what TACMO believes are right choices. TACMO requires compliance with all rules and regulations as described in the Family Handbook, distributed to all students at the beginning of each school year. All rules and regulations in the Family Handbook will fall somewhere within the CARE 4 Principles.

THE CARE PRINCIPLES:



Cooperation - I will be a team player.



Accountability - I will do what is expected of me, even when no one is watching.



Respect - I will value myself, others, and the school environment.



Empathy - I will be mindful of and show care for others.

The Honor Code and CARE 4 encompass all student behavior at school. Students sign the code and CARE 4 commitment annually and receive instruction in their meaning. Students are encouraged to consider the consequences of their actions and school rules before they act to determine whether an action is the “right choice.”

UNIFORM DRESS CODE POLICY

At The Academies, we support a school uniform policy in order to level the playing field for all of our students. Our school uniform policy helps to provide an academic environment where children feel equal, and are not distracted or offended by what others wear. It is the parent or guardian's responsibility to be sure that the student is wearing the official school uniform. Shirts, dresses, sweaters, sweatshirts, coats, jackets, pants, tights/leggings, shorts, skorts, and skirts must fit appropriately (no sagging) and be free of designs, logos, or embellishments.

The following solid colors are permitted:

- Green (SVA)
- White
- Brown
- Khaki
- Black
- Gray
- Denim
- No other colors permitted

Shirts must have a collar, whereas dresses may be collarless. Students are not required to wear a collared shirt under a sweatshirt; however, if the sweatshirt is removed, a dress code–approved collared shirt must be worn underneath.

The following necklines are permitted: button-down, polo, Peter Pan, turtleneck. No t-shirts allowed, and no other colors of shirt are allowed. No strapless, spaghetti strap, low-cut, or cut off tops are allowed. Bare midriffs are not allowed.

Jeans may not have holes larger than the size of a fist anywhere on them.

Dresses, shorts, and skorts must be no shorter than the length of your fingertips when arms are at your sides. Ties, shoes and headwear may be different colors.

Shoes must be simple and generally free of designs or embellishments. Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals (with backs) are permitted. Flip-flops, Crocs, jellies, wheelies, or any type of shoes without a backing is not allowed. Shoes and boots may not have heels higher than 1".

Hats must be in approved dress code colors and are allowed at the discretion of the site.

Jewelry must not pose a danger and must be removed for PE class.

Every Friday

Every Friday, students may wear any school spirit shirt to show their pride in The Academies (SVA or BOA). While wearing a spirit shirt is encouraged, it is not required. Students who choose not to wear one may wear a collared or collarless shirt in an approved dress code color.

PE Day Dress

Students should wear or bring a pair of tennis shoes each day. Please note that students are not permitted to change into athletic clothes at school.

Dress Up Days

On designated dress-up days, students may choose their own clothing; however, all rules regarding skirt and short length, as well as heel height, still apply. Clothing must not display offensive, suggestive, obscene, or vulgar logos, images, or messages. Props are not permitted.

Game Days

Students are allowed to wear their game day uniforms on the day of their scheduled game.

INCIDENT POLICY

1. Verbal Warning

Staff will issue a verbal warning the first time a student is out of uniform. The incident will be documented by staff, but no parent signature is required.

2. Written Warning

Staff will send a written warning the second time a student is out of uniform. Parents must sign the warning and return it within two school days.

3. Parent Call

On the third offense, a parent will be called to bring the appropriate item(s) or take their student home to change.

4. Parent Meeting

Repeated offenses will lead to a meeting with school administration to address and resolve the issue. Parent cooperation is essential, and we are here to support you in finding a solution.

Please note: If any clothing is deemed disruptive to the learning environment, site administration reserves the right to take appropriate action including alternative consequences.

SOCIAL CONTRACT OVERVIEW

Tier 1

All students at TACMO will take part in the schoolwide **prevention** measures that involve cooperation, accountability, respect, and empathy. These efforts include, but are not limited to, school-wide instruction in social and emotional learning skills and crucial habits of a scholar, the school's social contract and CARE 4 commitment, events and presentations to teach expectations as well as reward achievement, and a culture of appreciation for ongoing learning and excellence. Further, all classes will create respect agreements defining what acceptable behavior will look like in their class, and students and the teacher will sign together.

Tier 2

At the classroom level, TACMO is committed to paying focused **attention** to behaviors that interfere with students' right to learn in a safe and comfortable environment. When the behavior of a student interferes with this right, teachers will follow a process to remind the student of their commitment to the classroom respect agreements, redirect the student to a more appropriate behavior or a refocus form, and repair the harm done through meetings, mediation and application of logical responses (consequences) to the behavior. Students may be referred to the office for administrative support. Parents may be contacted to participate in supporting their student, the student may be referred for participation in a social skills group, and/or the student may be referred to the school-based mental health clinician for services. Student progress will be monitored and reviewed and the student will return to Tier 1 support once behavior has improved.

***NOTE:** *Some behaviors require immediate office referral and/or immediate suspension/expulsion review. These behaviors are listed below. In these cases, parents will always be immediately contacted.*

Tier 3

At the office level, SVA will provide more intense structured and comprehensive behavior **intervention** which may include, but is not limited to, meeting with an administrator, involving family in meetings and mediations, student re-commitment to honor code and CARE 4 principles, functional behavior analysis, individual behavior contracts, small group social skills, meetings with the school-based mental health clinician, and potentially suspension and/or expulsion review. The complete suspension and expulsion policy can be found later in this handbook. The office may also apply logical responses (consequences) for the behavior and students are subject to progressive, ongoing monitoring of their behavior and further meetings as necessary.

AWARDS AND RECOGNITION

Once a month, TACMO recognizes and celebrates the achievements of one Scholar of the Month and one Explorer Award recipient from each class. Students observed practicing the “Habits of a Scholar,” a school-wide emphasis, will be presented with the Scholar of the Month Award. Awards are presented to students based on academics, citizenship, or other admirable traits decided by TACMO staff. The assembly is generally held on the final Friday of the month in the morning. Family and friends of award recipients are invited to attend. During assemblies, we expect students in an audience to demonstrate self-control and respect for the people performing or speaking.

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING

The following is TACMO Board Policy 13-001.

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Academies Charter Management Organization ("TACMO") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, TACMO will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. TACMO school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom TACMO does business, and all acts of TACMO's Board of Directors ("Board") in enacting policies and procedures that govern TACMO.

TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational

environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by TACMO.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

TACMO has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

TACMO advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

TACMO informs its employees, students, and parents/guardians of TACMO's policies regarding the use of technology in and out of the classroom. TACMO encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

TACMO employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. TACMO advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at TACMO and encourages students to practice compassion and respect each other.

TACMO educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

TACMO's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

TACMO informs TACMO employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

TACMO annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other TACMO employees who have regular interaction with students.

TACMO informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries

- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

TACMO also informs certificated employees about the groups of students determined by TACMO and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

TACMO encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for TACMO’s students.

Complaint Procedures

Scope of the Complaint Procedures

TACMO will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the TACMO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

TACMO will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of TACMO’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of TACMO’s Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call

for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Superintendent (or the Chair of the Board if the complaint is against the Superintendent) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and TACMO will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by TACMO on a case-by-case basis.

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Superintendent or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Superintendent or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Superintendent or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Superintendent, a Board member who is not the Board Chair or a third-party investigator will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment.

Right of Appeal

Should a complainant find TACMO's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of TACMO's decision or resolution, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Board Policy #: 13-001
Adopted/Ratified: April 18, 2013
Revision Date: May 16, 2019
Revision Date: February 18, 2021
Revision Date: September 17, 2024

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize TACMO to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by TACMO:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

TITLE IX POLICY

The following is TACMO Board Policy 24-003.

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of The Academies Charter Management Organization (“TACMO”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

TACMO does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ TACMO will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in TACMO’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom TACMO does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the TACMO Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by TACMO. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by TACMO to provide an aid, benefit, or service under TACMO’s education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from TACMO’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- The degree to which the conduct affected the complainant's ability to access TACMO's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within TACMO's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in TACMO's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
 - Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
 - Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through TACMO.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.

- Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in TACMO's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) TACMO's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in TACMO's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to TACMO that objectively can be understood as a request or TACMO to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of TACMO whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom TACMO has

designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated TACMO's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to TACMO's education program or activity, including measures that are designed to protect the safety of the parties or TACMO's educational environment; or (2) provide support during TACMO's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of TACMO ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Karin Aure, Ed.D.
Superintendent
PO Box 1189, Visalia, CA 93279
kaure@theacademiescharters.org
(559) 429-4351

The Coordinator is responsible for coordinating TACMO's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure TACMO's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. TACMO will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes TACMO from requiring an employee or other person authorized by TACMO to provide aid, benefit, or service under TACMO's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at TACMO, if any, can be found on the TACMO website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether TACMO could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents TACMO from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within TACMO's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or TACMO's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Donya Ball by phone at 559-429-4351, or by email at dball@theacademiescharters.org, or by mail at P.O. Box 1189, Visalia, CA 93279, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of TACMO's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under TACMO's Title IX grievance procedures, TACMO may offer an informal resolution process to the parties. TACMO does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by TACMO for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. TACMO will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

TACMO has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in TACMO's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

TACMO requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

TACMO will treat complainants and respondents equitably. TACMO presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

TACMO may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

TACMO allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

TACMO will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

TACMO will objectively evaluate all evidence that is relevant and not otherwise impermissible— including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, TACMO will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

TACMO may dismiss a complaint if:

- TACMO is unable to identify the respondent after taking reasonable steps to do so;

- The respondent is not participating in TACMO's education program or activity and is not employed by TACMO;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and TACMO determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- TACMO determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, TACMO will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable TACMO policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- TACMO's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct

alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to TACMO;

- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if TACMO provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

TACMO may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with TACMO's policies.

TACMO may remove a respondent from TACMO's education program or activity on an emergency basis, in accordance with TACMO's policies, provided that TACMO undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. TACMO has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by TACMO to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless TACMO obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to

the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

TACMO will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find TACMO's determination unsatisfactory, the party may, within five (5) business days of notice of TACMO's determination, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by TACMO including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within TACMO's education program or activity.

No party, witness, or other person participating in TACMO's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on TACMO's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

TACMO will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the TACMO employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to TACMO's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of TACMO's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide TACMO's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any TACMO leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing TACMO's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

TACMO will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions TACMO took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. TACMO will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize TACMO to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by TACMO:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

SUSPENSION AND EXPULSION POLICY

The following is TACMO Board Policy 12-002.

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at charter schools within The Academies Charter Management Organization ("TACMO"). In creating this policy, the Charter Management Organization has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses for which a student may be suspended or expelled and procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter Management Organization is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TACMO's policy and procedures for student suspension, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charters so long as the amendments comport with legal requirements. TACMO and its charter school staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

TACMO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed annually as part of the Family Handbook and will clearly describe discipline expectations. The notice shall also state that these Policy and Administrative Procedures are available on request at the Superintendent's office, or may be available for download from TACMO's website.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom TACMO has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. TACMO will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom TACMO has a basis of

knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any charter school of TACMO or at any other school or a TACMO-sponsored event at any time including but not limited to:

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

B. Enumerated Offenses

Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- 1. Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2. Willfully used force or violence upon the person of another, except self-defense.
- 3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5. Committed or attempted to commit robbery or extortion.
- 6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the lawful use of a student's own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected

effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

b) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student

or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- 22. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).
- 23. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- 1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee’s concurrence.
- 2. Brandished a knife at another person.
- 3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- 4. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

- a) Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
- b) The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- c) At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
- d) No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended,

such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial TACMO Board of Directors following a hearing before it or by the TACMO Board of Directors upon the recommendation of an neutral and impartial Administrative Panel to be assigned by the TACMO Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the TACMO Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the TACMO Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of TACMO's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

TACMO may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by TACMO or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. TACMO must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, TACMO must present evidence that the witness' presence is both desired by the witness and will be helpful to TACMO. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the TACMO Board of Directors, Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual

battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the TACMO Board of Directors who will make a final determination regarding the expulsion. The TACMO Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

The Decision of the TACMO Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein

I. Written Notice to Expel

The Superintendent or designee following a decision of the TACMO Board of Directors to expel shall send written notice of the decision to expel, including the TACMO Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student;
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with TACMO.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
 2. The specific expellable offense committed by the student
- J. Disciplinary Records

TACMO shall maintain records of all student suspensions and expulsions at TACMO. Such records shall be made available to the District upon request.

K. No Right to Appeal

The student shall have no right of appeal from expulsion from TACMO as the TACMO Board of Directors' decision to expel shall be final.

L. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within Tulare County or their school district of residence. TACMO shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from TACMO shall be given a rehabilitation plan upon expulsion as developed by the TACMO Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to TACMO for readmission.

N. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the TACMO Board of Directors following a meeting with the Superintendent or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the TACMO Board of Directors following the meeting regarding the Superintendent's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon TACMO's capacity at the time the student seeks readmission or admission to the Charter School.

O. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires

notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Q. Special Procedures for the Consideration of Suspension, Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District

TACMO shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, TACMO, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If TACMO, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If TACMO, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that TACMO had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and TACMO agree to a change of placement as part of the modification of the behavioral intervention plan.

If TACMO, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question

was not a direct result of the failure to implement the IEP/504 Plan, then TACMO may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or TACMO believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or TACMO, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and TACMO agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

TACMO personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or his/her designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP//504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated TACMO's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if TACMO had knowledge that the student was disabled before the behavior occurred.

TACMO shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to TACMO supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent/guardian has requested an evaluation of the child.
- c) The child's teacher, or other TACMO personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other TACMO supervisory personnel.

If TACMO knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If TACMO had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TACMO shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by TACMO pending the results of the evaluation.

TACMO shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

PARENT AND FAMILY ENGAGEMENT POLICY

The following is TACMO Board Policy 21-001.

The Academies Charter Management Organization (“TACMO” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. TACMO has distributed the Policy to parents of Title I students by posting on our website. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

Charter School Expectations and Objectives

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, TACMO has established the following practices:

1. TACMO involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.
 - Monthly parent forums to provide opportunities for family input
 - Annual organizational climate survey
2. TACMO provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - Parent workshops are held at school sites addressing a variety of topics
3. TACMO coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - For any school site that has 30 or more English Language Learners, the school will establish an English Language Advisory Committee (ELAC) to discuss how the school is meeting the academic needs of this subgroup.
 - Monthly parent forums and email are used to communicate updated federal, state, and local laws
4. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
 - The policy is reviewed annually to determine if any updates are needed.
5. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - All families including economically disadvantaged are given the opportunity to complete the Free and Reduced meal lunch application to ensure students participation in the organization’s meal program
 - Parent workshops at the school site are developed to target parents of English Language Learners and economically disadvantaged students

6. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
 - Annual organizational climate survey
7. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
 - Annual organizational climate survey
8. TACMO uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
 - Annual organizational climate survey
9. TACMO involves parents in the activities of the Charter School to adequately represent the needs of the population.
 - Monthly parent forums to provide opportunities for family input
 - Annual organizational climate survey

Involvement of Parents in the Title I Program

To involve parents in the Title I program at TACMO, the following practices have been established:

1. TACMO convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Annual meeting for parents that have students in Title 1 programs including literacy and math interventions
2. TACMO offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Monthly parent forums are held both in the evening and morning to encourage participation
3. TACMO involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy.
 - Communication about annual Title I meeting and monthly parent forums is done through mobile app and email at least one week in advance of the meeting.
4. TACMO provides parents of Title I students with timely information about Title I programs.
 - Family handbook to inform parents about Title I programs including and not limited to literacy and math intervention
5. TACMO provides parents of Title I students with a description and explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Parents are notified that multiple curricular resources are used to provide both core academic instruction and intervention programs. NWEA MAP is the charter school's local assessment for all Title I students.

6. If requested by parents of Title I students, TACMO provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Monthly parent forums are held on varying days and times to provide consistent meeting and also encourage participation from parents of Title

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If TACMO has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

TACMO distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

1. TACMO's responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

TACMO developed the Social Contract, a school-parent compact in collaboration with staff and parents which is included in our Family Handbook and attached to this policy.

Building Capacity for Involvement

TACMO engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, TACMO has established the following practices.

1. TACMO provides Title I parents with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
 - Parent workshops to provide academic assistance at home

2. TACMO provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
 - Parent workshops/family tutoring events
3. With the assistance of Title I parents, TACMO educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.
 - Early release Wednesday and Professional Development day(s) at the school site
4. TACMO coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - The Title I program is discussed during the ELAC committee as appropriate.
5. TACMO distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Family handbook
6. TACMO provides support for parental involvement activities requested by Title I parents.
 - Title I parents are given opportunity to request specific parental involvement activities in the annual organization climate survey

Accessibility

TACMO provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Assessment reports for each school are presented at LCAP and/or monthly parent forum presentations

HEALTH AND SAFETY

TOILETING

The Academies are committed to creating a welcoming, inclusive, and developmentally appropriate environment for all Transitional Kindergarten and Kindergarten students, including those who are not yet fully toilet independent. In alignment with guidance from the California Department of Education (CDE), we understand that children develop toileting skills at different rates. We recognize toileting as a learning process and a shared responsibility between school and family. Students are strongly encouraged to bring a full set of extra clothes including a top, bottoms, undergarments, and socks regardless of their toileting status (accidents happen). Students who are not fully toilet independent will supply any personal items needed related to their toileting needs. The Academies will provide appropriate PPE including gloves, disposable paper, and plastic bags for soiled articles. The Academies has selected staff members who have been trained and are designated to support any toileting needs for our TK or Kindergarten students.

ACCIDENTS AT SCHOOL

Students are required to report all accidents to their teachers immediately. If an accident occurs outside of a classroom, (playground, cafeteria, etc.) it should be reported to the nearest or most available teacher, staff member, or yard duty aide.

EMERGENCY CONTACT CARD

At the start of each school year, each student's parent or guardian must complete an emergency contact card. Emergency cards will be made available to parents in the PowerSchool Parent Portal. Occasionally, it is imperative that the school reach the parent of a child because of illness, accident, or due to some other emergency that has arisen. In these events, students will only be released to adults whose names appear on the emergency card. Be sure to list at least TWO emergency telephone numbers and keep the school informed of any changes in the information on the emergency card.

EMERGENCY, DISASTER, AND CIVIL DEFENSE PROCEDURES

"Evacuation" drills are conducted once per month, "Duck and Cover" and "Shelter-In-Place" drills are conducted once per quarter, and "Lockdown/Active Shooter" drills are conducted twice per year. During evacuation drills each class has an escape route to an outside area located a safe distance from buildings.

A detailed emergency preparedness plan is available in the school office. The school is prepared for a variety of emergency situations, including fires, earthquakes, shootings, and bomb threats. In the event of a designated emergency, students will be assembled in a safe location and parents will be notified. When picking up students, all parents, guardians, or designated parties must sign them out at the office or other designated meeting area. We ask for your help during a widespread disaster by not calling the school because we must keep lines open for calls with emergency personnel. We also ask that you not drive to the school in order to keep streets as open as possible for emergency vehicles.

TACMO will be implementing ActVnet which will be used to improve emergency response effectiveness as well as school safety and security.

YEARLY LETTER TO PARENTS:

Dear Parents:

Providing for your students' safety when at school is a major responsibility of our staff. All schools and child development centers have a disaster plan. The principal and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged

interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/ or transportation may be disrupted.

In the event of a major emergency or disaster, information will be given primarily through our email system or direct calls.

TACMO Release Policy

- No student will be dismissed from school unless a parent (or individual designated on the emergency card) comes for him/her or gives permission in writing or by phone that another person can pick up the student.
- All parents or designated individuals who come to pick up student(s) must sign the student(s) out at the office anytime between morning drop off until 3:00 PM (12:30 PM on Early Release Wednesdays; 11:45 on Minimum Days), unless directed elsewhere on campus by posted signs.
- At dismissal (3:30 PM on Regular Days, 1:00 PM on Early Release Wednesdays, 12:15 on Minimum Days), students are released to adults they recognize. If a student is not allowed to go home with an adult they recognize at the end of the day, the school needs to be notified by email or phone at least one half hour prior to dismissal. Those students will need to be picked up by a parent or designated individual in the school front office or from the after-school program.
- If there are further limitations required for a student's safety, contact and submit any related documentation to the front office.
- If any of your contact information changes during the year, please visit the office to update the Emergency Card.

Please be assured, we are prepared to care for your student in emergency situations. Members of our staff are trained in the areas of first aid, search and locate, and student safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our current status and the need for additional resources.

We ask for your help in the following ways:

- Do not call the school. We will contact you, if necessary. It is essential that telephone lines be kept open for emergency calls. Mass texts will be sent to everyone with instructions on how to receive students.
- Do not drive to the school. The school access routes and street entrances must remain clear for emergency vehicles. We will notify you when safe access is recommended via text.

During the school year your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation.

We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at 732-6436 or visit them online at www.redcross.org. More information can be found at www.fema.org

If you have any questions or comments regarding our emergency preparations, please call the school office at 622-3236.

Sincerely,

Corey Morse
Principal

HEALTH SERVICES

The health staff of the schools (RN, LVN, and/or Health Aide) will be available on campus and for medical needs and emergencies. If your student becomes ill at school, he/she will report to the nurse's office. When the nurse is not present, students will report to the school Office Assistant or Office Staff. School personnel will administer basic first aid treatment only. If more than basic first aid is required or if the illness or injury is of such a nature that the student should go home, individuals listed on the Emergency Contact Card will be notified. Students who have a temperature above normal will be sent home. If emergency medical treatment is necessary, the parents or guardians will be contacted. If parents or guardians are not available and emergency contacts cannot be reached, the child will be taken to the emergency room at the hospital. **Remember, an emergency telephone number where parents can be reached, and the name and telephone number of the student's family doctor must be on file at the school.**

The nursing staff is responsible for the maintenance of health records, routine checks, parental contact concerning health problems, care of minor injuries, and assistance in health teaching and vision screening. Please be sure to contact the health office if your child has any unusual health problems. Please call the health office if your child is absent from school due to a communicable disease so precautions may be taken to protect other students. To prevent the spread of infection and to provide the individualized care sick or injured students need, parents need to arrange for immediate pick up of their children when they are ill or have been injured.

IMMUNIZATIONS

All Students of public schools in California are required by state law to have the following immunizations:

TRANSITIONAL KINDERGARTEN (TK) & KINDERGARTEN

- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 4th birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose Varicella*
- *Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.*
- 1 Tuberculosis skin test*

**Must be administered at the time of the physical exam, prior to entering TK or Kindergarten.*

A Dental exam must be completed by May 31st of TK or Kindergarten year.

GRADE 1-6

- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 2nd birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose of Varicella for children under 13 years; 2 doses if immunized on or after 13th birthday
- *Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.*

If student is transferring from a school outside of Tulare County:

- 1 Tuberculosis skin test, unless written evidence of a Tuberculosis (Mantoux - PPD) skin test given within the past year is presented

GRADE 7-8

- 1 Tdap booster (on or after 10th birthday) (for students entering 7th grade)
- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 2nd birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose of Varicella for children under 13 years; 2 doses if immunized on or after 13th birthday
- Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.*

If student is transferring from a school outside of Tulare County:

- 1 Tuberculosis skin test, unless written evidence of a Tuberculosis (Mantoux - PPD) skin test given within the past year is presented

PHYSICALS

State law requires that all students must have a physical examination within 18 months prior to entering the first grade. If you have any questions about the immunization and physical examination requirements, please call the school office. **Failure to comply will result in your student being excluded from school.**

MEDICATION AT SCHOOL

State law mandates that all medication is to be dispensed by office personnel ONLY when the proper form is signed by both parent and doctor (including over-the-counter drugs). This completed form is then kept on file in the school office and must be updated each year or in the event of a change in medication. Necessary forms may be obtained in the school office.

INSURANCE

SVA, BOA, TACMO and Tulare County Office of Education do NOT carry a medical insurance policy for students. Individual accident insurance is provided through a group policy on a voluntary, self-paid basis for students whose parents wish to obtain it. If you would like more information about Voluntary Student Accident insurance, please contact the Front Office.

TACMO HEALTH CARE PROCEDURE/PROTOCOL

TACMO Health Care Procedure/Protocol for SVA and BOA Students

Our Mission: Optimize the health of our students to support their academic success.

1. Purpose:

We have established guidelines following the recommendations of the Centers for Disease Control and Prevention, and the California Department of Public Health, which follows guidance from the American Academy of Pediatrics, California, California Association of Communicable Disease controllers, and California School Nurse Organization.

2. Required Immunizations for School Entry:

- A. Please provide your child's immunization records to the Health Office at the time of registration and/or at the time of entering into 7th grade. You may view and print a digital copy of your child's California vaccine record at:
[MyVaccineRecord.CDPH.CA.gov](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%2520Document%2520Library/Immunization/IMM-222_School.pdf&ved=2ahUKEwjXoLLB86mGAxWJ48kDHbhWDw4QFnoECACQAQ&usq=AOvVaw3VLsS2MfdtrvopL2YbQMJT)
- B. See the California Department of Public Health link for Required Immunizations for School Entry:
https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%2520Document%2520Library/Immunization/IMM-222_School.pdf&ved=2ahUKEwjXoLLB86mGAxWJ48kDHbhWDw4QFnoECACQAQ&usq=AOvVaw3VLsS2MfdtrvopL2YbQMJT
- C. If your child has a medical condition that prevents them from receiving vaccines, your child will need an exemption to attend school. Beginning January 1, 2021 all new medical exemptions for school must be issued through the California Immunization Registry- Medical Exemption website (CAIR-ME). Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria. ***We no longer accept personal or religious belief exemptions as stated by new California Law (SB 277).***

3. TB Skin Testing:

- A. Children entering preschool, kindergarten, or first-grade, must have written evidence of having a skin test for tuberculosis (TST given and read) or the California Pediatric Tuberculosis Risk Assessment form completed by a Medical Doctor. See attached link for further information:
<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/TBCB-CA-Pediatric-TB-Risk-Assessment.pdf>
- B. The superintendent or designee shall unconditionally admit any student who, prior to admission, submits a certificate signed by any public or private medical provider indicating that the student has completed an approved tuberculosis examination and is free from active tuberculosis. (Health and Safety Code 121485, 121490, 121500; 22 CCR 41350, 41311, 41313).

- C. Any student who is reasonably suspected of having active tuberculosis shall be excluded from attendance at a district school until the student provides evidence of a certificate showing that the student is free of communicable tuberculosis (Health and Safety Code 121485, 121495, 121505).

4. COVID 19:

- A. Guidance is continually changing. TACMO will continue to implement Public Health Guidance for K–12 Schools and Child Care Settings to Support Safe In-Person Services and Mitigate the Spread of Communicable Diseases as indicated by the California Department of Public Health, with consultation from the California Department of Education and the California Department of Social Services. See link below:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/K-12-Guidance-2023-24-School-Year.aspx>

5. Medical Exclusions:

- A. Safe in-person learning is critical to the well-being and development of children. However when a child arrives at school with symptoms or illness or develops symptoms on site, a decision must be made about what to do next. The decision about whether or not to send a child home because of illness will be left up to the campus Health Office staff.

B. When the following conditions exist we will contact you to pick up your child:

- **Fever:** an oral (under the tongue), or temporal (forehead) temperature above **100.4F**, parent(s) will be notified and the student will need to be picked up. **Student may return to school when** fever went away in the night- without fever reducing medications, e.g. Tylenol, Advil, Motrin (acetaminophen or ibuprofen)- and is still gone in the morning; AND other symptoms are improving and the student can participate comfortably in school activities.
- **Vomiting:** forceful expelling of stomach contents out of the mouth 2 times or more in 24 hours. **Student may return to school when** vomiting ends during the night and student is able to hold down food or liquids in the morning.
- **Diarrhea:** is defined as an uncontrolled bowel movement that is runny, watery, or bloody, and is unusual for the student. Diarrheal diseases may have additional symptoms including nausea, vomiting, stomachache, headache or fever. **Parents will be asked to pick up the student from school** when they have 2 episodes of diarrhea or any combination of diarrhea or vomiting. **Student may return to school when** they have been diarrhea free for 24 hours.
- **Eye irritation:** is defined as red or pink appearance to the white part of the eyeball. Student's eye(s) may also be itchy and have more watering than normal. **Parents will be asked to pick up the student from school if they have** problems seeing (vision changes), any injury to the eye involving forceful impact to or penetration of the eye, increased eye pain or discomfort outside of normal that cannot be tolerated by the student. **The Student may return to school when** symptoms have improved.

- **Pink eye, or eye drainage:** is defined as a red or pink appearance to the white part of the eyeball. The student's eye may also be itchy, have crusted/matted eyelashes, more watering than normal, or yellow/white drainage/discharge. **Parents will be asked to pick up the student from school if they have** thick mucus or pus draining from the eye, problems seeing (vision changes), increased eye pain or discomfort outside of normal that cannot be tolerated by the student. **Student may return to school when** they have started treatment and/or submit a note from the student's physician stating that the symptoms of eye discharge are not contagious.

6. Head Lice: The California Department of Public Health (CDPH) recommends that schools maintain an active and proper treatment of head lice cases to prevent transmission of lice in schools and reduce lost days due to head lice infestation. The American Academy of Pediatrics, the National Association of School Nurses, and the U.S. Centers for Disease Control and Prevention are all opponents of no-nit policies (Frankowski and Weiner 2002; Schoessler 2004).

- Teachers will notify the Health Office staff of any student(s) showing probable indication of head lice.
- Health Office staff will check referred student(s) at the earliest possibility.
- Precautions will be taken to maintain student(s) privacy. Screenings will be done in a private setting, located in each campus office.
- Hair shafts will be separated and hair will be examined in a systematic fashion, checking the entire scalp.
 - **If a student is found to have lice:** Parent/guardian will be notified by Health Office staff. At parent discretion, the student can be picked up immediately, or at the end of the school day. A parent notification letter, along with a copy of the CDPH Head Lice Flyer (see below link) will be sent home with the student that will include recommended steps to remove all the lice and nits from the student(s) at home.

[https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH Document Library/HeadLiceFlyer.pdf](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/HeadLiceFlyer.pdf)

- **Upon return to school:** parent/guardian will accompany the student to the Health Office and will stay with the student while another lice screening is performed. The student may return to class regardless of the screening result. If lice is still present during the repeat screening, further collaboration between parent/guardian and Health Office staff will occur, with the goal being to eradicate the lice, while supporting in person learning for the student.

7. Emergency Action Plans/Chronic Medical Conditions: An emergency action plan will be developed for students who have health concerns that could lead to an emergency situation. The plan will include the student's name, medical complication, emergency procedures to be followed, the person(s) responsible for responding and evaluation process.

A. Parent Responsibilities:

- Inform the Health Office of your student's medical condition and/or allergies prior to the beginning of the school year or as soon as possible after diagnosis, and provide medication documentation, including a filled out medication in school form of the condition from your student's Medical Doctor, Physician Assistant, or Nurse Practitioner.

B. Student Responsibilities:

- Recognize the first symptoms of your chronic medical condition and/or an allergic/anaphylactic reaction.
- Know where emergency medication is kept.
- Inform an adult as soon as accidental exposure occurs or symptoms appear.

C. School Responsibilities:

- A copy of the student's Emergency Action Plan will be kept in the health office, student's homeroom and/or in the student's temporary record.
- Educate staff that interacts with the student about allergy and/or chronic medical condition(s) and steps required to implement the Emergency Action Plan. Review emergency procedures with teachers prior to field trips as needed.

References:

California Department of Public Health (2023, October 2) "*Considerations when a Child has Symptoms of Illness in Child Care or School.*"

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Schools/SymptomGuidance.aspx#>

California Department of Public Health 2023, December 12) "*Required Immunizations For School Entry.*"

https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%2520Document%2520Library/Immunization/IMM-222_School.pdf&ved=2ahUKEwjXoLLB86mGAxWJ48kDHbhWDw4QFnoECACQAQ&usg=AOvVaw3VLs2MfdtrvopL2YbQMJT

California Department of Public Health (2024, May 22) "*Public Health Guidance for K–12 Schools and Child Care Settings to Support Safe In-Person Services and Mitigate the Spread of Communicable Diseases, 2023-2024 School Year.*"

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/K-12-Guidance-2023-24-School-Year.aspx>

California Pediatric TB Risk Assessment and User Guide (September 2018)

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/TBCB-CA-Pediatric-TB-Risk-Assessment.pdf>

Frankowski BL, Weiner, LB. 2002. Head lice. *Pediatrics*. 110 (3): 638-643.

Legal References:

California Health and Safety Code Sections 120325-120375.

California Health and Safety Code Sections 121475-121520 Tuberculosis tests for students.

Code of Regulations, Title 22 41301-41329 Tuberculosis tests for students.

SB 277, Pan. Public health: vaccinations.

PARENT INVOLVEMENT

PARENT PARTNERING

TACMO has a goal that every enrolled family participates in the life of our school community a minimum of 30 hours each school year. We believe parent engagement in children’s education produces benefits for the child and the community. At the same time, we recognize the limitations that may be present in the myriad households we will be serving. The suggestion of 30 hours is therefore not a requirement, but instead an invitation. While TACMO welcomes enthusiastic and committed parents on our campus at all times, our suggestion of parent volunteer/ participation time does not preclude the student’s right to attend our school and is not a conditional term for any child’s enrollment.

The Parent Partnering Opportunities page, provided in the first day of school packet each year, provides a list of ways parents/guardians can achieve this hour contribution. For example, attending school events, Parent-Teacher Conferences, PTO meetings all count toward the school goal of 30 hours per family, per year.

PARENT TEACHER ORGANIZATION (PTO)

TACMO has an active and involved parent organization and we encourage you to participate in this organization. Membership includes parents, teachers, school administrators and interested persons in the community. Your membership and participation assure that PTO can continue its primary responsibility: promoting and supporting programs that benefit all children at TACMO. Meetings are held the 2nd Monday of the month at Round Table Pizza on South Mooney at 6:00. For additional information, please visit the front office, or email the organization at svapto@gmail.com, or visit them on Facebook at www.facebook.com/SVAPTO.

VOLUNTEERING ON CAMPUS

TACMO considers its volunteers a very special resource and an important part of the educational process. Volunteers can be useful in many ways such as:

Classroom assistance	Clerical assistance	Tutoring
Library assistance	Serving as room parents	Working with small groups
Making materials at home	Helping with special events	Serving on the PTO Board

All volunteers must request and complete a Volunteer Packet from the front office annually. If you will be volunteering for a position in which you are alone with students, you will also need to be fingerprinted (one-time only). Pre-coded Live scan fingerprinting forms are located in the front office.

VISITORS TO CAMPUS

To ensure the safety of your children and our staff, as well as to minimize interruption of the instructional program, The Academies has established the following procedures for visitors to campus:

All visitors must sign in at the front office and receive either a “Visitor” or “Volunteer” sticker, depending on the nature of your visit. You may be asked to present identification at any time.

Please arrange for conferences with your child’s teacher during non-instructional time and at least three days in advance.
If you would like to visit a classroom during instructional time for the purpose of observation, you must first obtain the written approval of the classroom teacher and Principal. No request with less than 24 hours’ advance notice shall be granted. Use of electronic recording devices requires further written permission.

All visitors to campus, parents or otherwise, are required to follow this procedure. The Academies reserve the right to deny or revoke registration to visit the campus, and will enlist the assistance of law enforcement to address any unauthorized person on campus. A visitor that is denied entrance may place a written request for a hearing.
This is a summary of The Academies’ visitor policy. The complete policy is available in the school office.

TECHNOLOGY ON CAMPUS

STUDENT CELL PHONES AND SMART WATCHES

Students may have cell phone/smart watches on campus at their own risk for use before school and after school. TACMO is not responsible for lost, stolen, or damaged property.

Cell phone/smart watch guidelines are as follows:

- Students may NOT access the school network (internet) from personal devices.
- Cell phone use is prohibited in classrooms, restrooms, playground, cafeteria, school offices and all other areas on campus, unless otherwise stated by a staff member.
- Students will be allowed to use the school telephone to contact parents if deemed necessary by the teacher or office personnel.
- Cell phones should be off (not on vibrate or silent) and should not be seen by school personnel during the school day.
- Smart watches should only be used for accessing the time. Students and their parents must read the cell phone policy and return a signed copy to the office at the beginning of the school year.

Phones may be required to be stored in a teacher-designated area during class time at the discretion of the site.

Signing the policy acknowledges acceptance. Students will not be permitted to have their phones at school until the signed policy is returned.

If students violate the school's cell phone policy, the following may occur:

1st Offense: Warning

2nd Offense: The cell phone will be taken to the office and the student may pick up the cell phone at the end of the day from the office.

3rd Offense: The cell phone will be taken to the office and the parent must pick up the cell phone from the office.

4th Offense: The student will be placed on a cell phone/smart watch violation contract.

Students may be subject to additional disciplinary action if the use of their cell phone disrupts the school's educational environment. Examples of this include, but are not limited to: cheating, bullying, harassment, unlawful recording or photographing, violating other school rules.

School administration reserves the right to evaluate and adjust consequences for each violation as necessary.

TACMO - ISSUED TECHNOLOGY DEVICES

At TACMO, students use technology to develop skills for the 21st Century. TACMO laptops (Google Chromebooks) are used in our classrooms and may be occasionally checked out to individual students for homework. Students are not permitted to take a laptop/Chromebook off campus unless that device is checked out to them. When arriving at school, students who are carrying school-issued Chromebooks are required to immediately check them in with their classroom teacher or the office. Under no circumstances should laptops be left in unsupervised areas. Unsupervised areas include, but are not limited to, backpacks left outside, playgrounds, the cafeteria, and school grounds. Unsupervised Chromebooks are in danger of being stolen or damaged, and if a student loses or negligently damages school property, the family is responsible for replacement costs.

STUDENT INTERNET USE POLICY

Students receive and discuss TACMO Student Internet Use Policy at the start of the school year. They sign an acknowledgment to demonstrate that they will abide by school rules for technology use. Access to the Internet via TACMO equipment and resource networks is intended to serve and pursue educational goals and purposes. Students'

use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Violation of this policy can result in a loss of all Internet privileges at school. TACMO will contact the proper legal authorities if TACMO concludes or suspects that a student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

In addition to the policy outlined above, students agree that they will:

- be polite and respectful to others in all communications;
- never reveal personal information about others;
- refrain from using profanity or obscene language, racially disparaging remarks; and other forms of bullying or harassment;
- never make personal attacks;
- will not make threats to do harm or other criminal activity;
- never place illegal information on the internet, nor will they use the internet in any way that violates local, state, or federal laws.

The complete "Student Internet Use Policy" is available in the school office.

OTHER POLICIES AND INFORMATION

ANIMALS ON CAMPUS

Animals and pets are generally not permitted on school grounds. A teacher may bring an animal to school or arrange for students to bring an animal to school for instructional purposes upon permission from the Principal and subject to reasonable health, safety, and sanitation precautions. In addition, individuals with disabilities may be accompanied by specially trained service animals on school premises. All other animals and pets should remain off-campus to avoid safety or health concerns to students and staff, including at regular school drop-off and pick-up times.

BICYCLES AND OTHER WHEELED TRANSPORTATION

Students are not encouraged to travel to and from school by bicycle or other wheeled vehicles, as the streets near our school do not have sidewalks or bike lanes and there is heavy traffic. Bikes, skateboards, roller skates, and rollerblades, are not permitted at SVA.

STUDENT BIRTHDAYS

TACMO staff enjoy recognizing students' birthdays and are happy to accommodate brief celebrations, as requested. We encourage simple, meaningful ways to recognize the day. Please check with your child's teacher for specific guidelines on how birthdays are celebrated in each classroom.

If your family prefers that we do not call special attention to your child's birthday, please let your child's teacher know. It is our desire to honor your family's preference.

If your child would like to pass out party invitations at school, they may do so only if the entire class is invited. Otherwise, we ask that invitations be shared outside of school.

CHANGE OF ADDRESS OR TELEPHONE NUMBER

It is very important, for emergency and administrative reasons, that every family maintains an up-to-date address and telephone record at the school office. Notify the school immediately if you have a change of address or telephone number during the school year.

LIBRARY BOOKS

Any student who borrows a book from the Classroom Library or School Library assumes the entire responsibility of returning the book to the library. If a book is lost or damaged, it is the Parent/Guardian's responsibility to replace the book with a book of the same value or the cash value.

FIELD TRIPS

The TACMO Board of Directors recognizes that field trips and excursions are important components of a student's development. Such activities supplement and enrich classroom learning, encourage new interests among students, raise awareness of community resources and help students relate their educational experience to the outside world. TACMO teachers have identified field trip ideas that will complement the learning in the classroom, including but not limited to SCICON for fifth grade (day trip) and sixth grade (week-long trip). Other ideas are pending.

All field trips and excursions that take place during school hours receive prior written approval by the Principal of BOA. The Principal ensures that the sponsoring teacher has set out in writing the educational objective of the activity, how the proposed field trip or excursion relates to the educational program, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity, and the means of transportation to and from the activity.

Students may help defray field trip and excursion costs through donations. A student may not be denied the privilege of participating in a field trip or excursion due to lack of funds. Other approved funding may also offset expenses of field trips and excursions.

The sponsoring teacher must provide alternative educational activities for those students not participating in the field trip or excursion due to choosing not to attend or whose parents/guardians do not give permission for the student to participate. A student may be excluded from field trips or other school activities if he/she has been suspended from school, referred excessively to the office for behavioral reasons during the school year, or demonstrated behavioral issues in the preceding days or day of the field trip.

LOST AND FOUND

The school cannot assume responsibility for student losses. However, if such a loss is reported immediately, every effort will be made to help your family recover the lost item.

All lost and found items will be brought to the office and kept for three weeks. Each Friday, lost items will be placed outside, near the administrative offices. It is the responsibility of the student and/or parent to check for lost items. Unclaimed items will be given to a charitable organization after three weeks.

MEALS/CAFETERIA INFORMATION

Our schools contract with Visalia Unified School District Nutritional Services Department to provide breakfast and lunch for students every school day. Since VUSD is participating in the Seamless Summer Option for breakfast and lunch in the 2021-22 school year, our students are all eligible to receive free meals for the year. A monthly menu is available through the TACMO Newsletter or from the school office.

FAST FOOD & FOOD FROM HOME

We ask that you do not bring fast food lunches for your student because it creates a strain on our office as the staff must monitor the coming and going of the lunches. We request that you only bring such a lunch to your student when it is truly a special occasion (for example, their birthday). In such cases, do not bring fast food for your child to share with friends (for example, a whole pizza). Students are not allowed to share food because of health concerns and/or religious/personal beliefs. **Food delivery services such as GrubHub and Doordash will not be accepted by the office staff. Students are not allowed to bring or consume energy drinks on campus.** The potential dangers of energy drinks include dehydration, heart complications, anxiety, and insomnia. (<https://www.cdc.gov/school-nutrition/energy-drinks/>) **Only water consumption is permitted in the classroom.**

FREE/REDUCED MEALS

We will not be processing federal meal program applications this year, but we still need to know if your family would qualify since this affects our school's eligibility for certain types of funding. Please be sure to complete the [insert name of the Income Eligibility form we talked about] included in the packet of paperwork your child will bring home on the first day of school.

Reduced-price Eligibility Scale Meals and Snacks

Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$ 28,953	\$ 2,413	\$ 1,207	\$ 1,114	\$ 557
2	\$ 39,128	\$ 3,261	\$ 1,631	\$ 1,505	\$ 753
3	\$ 49,303	\$ 4,109	\$ 2,055	\$ 1,897	\$ 949
4	\$ 59,478	\$ 4,957	\$ 2,479	\$ 2,288	\$ 1,144
5	\$ 69,653	\$ 5,805	\$ 2,903	\$ 2,679	\$ 1,340
6	\$ 79,828	\$ 6,653	\$ 3,327	\$ 3,071	\$ 1,536
7	\$ 90,003	\$ 7,501	\$ 3,751	\$ 3,462	\$ 1,731
8	\$ 100,178	\$ 8,349	\$ 4,175	\$ 3,853	\$ 1,927
For each additional family member, add:	\$ 10,175	\$ 848	\$ 424	\$ 392	\$ 196

Free Eligibility Scale Meals, Snacks, and Milk

Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$ 20,345	\$ 1,696	\$ 848	\$ 783	\$ 392
2	\$ 27,495	\$ 2,292	\$ 1,146	\$ 1,058	\$ 529
3	\$ 34,645	\$ 2,888	\$ 1,444	\$ 1,333	\$ 667
4	\$ 41,795	\$ 3,483	\$ 1,742	\$ 1,608	\$ 804
5	\$ 48,945	\$ 4,079	\$ 2,040	\$ 1,883	\$ 942
6	\$ 56,095	\$ 4,675	\$ 2,338	\$ 2,158	\$ 1,079
7	\$ 63,245	\$ 5,271	\$ 2,636	\$ 2,433	\$ 1,217
8	\$ 70,395	\$ 5,867	\$ 2,934	\$ 2,708	\$ 1,354
For each additional family member, add:	\$ 7,150	\$ 596	\$ 298	\$ 275	\$ 138

PERSONAL BELONGINGS

Please do not allow your child to bring items to school that are not part of the education program, unless specifically asked for by the teacher. Parents are urged to print names on coats, sweaters, gloves, lunch pails, etc. and to check the Lost & Found frequently.

PICTURES

Individual and classroom pictures will be taken annually. Pictures will be taken in the fall at SVA. Picture packet purchase will be made available at that time. Students are required to follow the TACMO Dress Code on Picture Day just like every other day.

PUPIL RECORDS

The cumulative record folder is the educational record as required by State Law that is kept for each pupil throughout his/her school career. Parents may have access to information in their pupil's folder by contacting the Principal for an appointment to view such records.

FERPA AND DIRECTORY INFORMATION

Parents and eligible students (aged 16 or completed 10th grade) have the following rights under the ***Family Educational Rights and Privacy Act of 2001*** (20 U.S.C. § 1232g), known as **FERPA**.

The right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
4. File with the Department of Education a complaint concerning alleged failures by SVA to comply with the requirements of FERPA and its promulgated regulations.
5. Request that SVA not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

TACMO will disclose education records, without consent, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for TACMO in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals who have obtained lawful court orders or subpoenas;
9. Persons who need to know in cases of health and safety emergencies.
10. State and local authorities, within a juvenile justice system, pursuant to specific State law.
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by TACMO with respect to that alleged crime or offense. TACMO may disclose the final results of the disciplinary proceeding, regardless of whether TACMO concluded a violation was committed.

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal, or Superintendent. Within ten (10) days, TACMO shall comply with the request. An appointment to inspect and review educational records will be scheduled.

Request for Amendment to Education Records

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student's right of privacy, he or she may request, in writing, that TACMO amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. [Note: This time frame is not statutorily prescribed, but is necessary to ensure timely resolution of issues contained in student records.] TACMO will respond within ten (10) days of the receipt of the request to amend. TACMO's response will be in writing and if the request for amendment is denied, TACMO will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record. For more information, see SVA policy SP12-001, "Educational Records and Student Information." This is available upon request and is accessible in the TACMO office as well.

FERPA also requires that TACMO, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, TACMO may disclose appropriately designated "directory information" without written consent, unless you have advised TACMO to the contrary in accordance with TACMO procedures.

The primary purpose of directory information is to allow TACMO to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

If you do not want TACMO to disclose directory information from your child's education records without your prior written consent, you must notify TACMO in writing by the 1st of September. TACMO has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Photograph
- Date of birth
- Major field of study
- Participation in officially recognized activities and sports
- Dates of attendance
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

LEADERSHIP AND CLUBS

Aligning with the philosophy of the school, SVA offers various clubs and student organizations, including Leadership, supervised by an SVA staff member. The purpose of the Leadership will be to approve any new student clubs/organizations, aid the school with fundraising activities, and enhance school pride with specially planned events. Other student clubs and organizations may be established at the beginning or during the school year and may be based on academics, interests, or citizenship. For more information regarding Student Organizations, see Student Policy 12-007, which is available in the SVA front office or upon request.

UNIFORM COMPLAINT PROCEDURES NOTIFICATION

TACMO has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

TACMO shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Adult Education, Consolidated Categorical Aid Programs, Migrant Education, Career Technical And Technical Education And Training Programs, Child Care And Developmental Programs, Child Nutrition Programs, Special Education Programs, and Safety Planning Requirements, whichever are applicable.

Complaints must be filed in writing with the following compliance officer:

Name and/or Title of Compliance Officer: Karin Aure, Ed.D., Superintendent

Address: P.O. Box 1189, Visalia, CA 93279

Telephone Number: 559-429-4351

Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The SVA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal TACMO's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving SVA's Decision. The appeal must include a copy of the complaint filed with SVA and a copy of SVA's Decision.

Civil law remedies may be available under state or federal discrimination laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of SVA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of TACMO's UCP policy and complaint procedures shall be available free of charge.



The Academies After School Programs (ASP & Kinder Bridge) are private enrichment programs provided by our non-profit, The Academies CMO, as a service to our community. These programs are not part of the academic day and participation is not required to be successful in our schools. Participation is voluntary. We reserve the right to refuse service.

Welcome Message

Welcome to The After School Programs (Kinder Bridge & ASP) family! We are thrilled that you have chosen our services for your child(ren).

The After School Programs (Kinder Bridge & ASP) includes opportunities for physical, social, emotional, and intellectual growth that are provided in a safe, nurturing environment. The program is designed to meet the individual needs of children in grades TK - 8th through a wide variety of activities. Qualified and caring staff strive to serve families by providing a safe and enriching environment and facilitating developmentally appropriate activities for children of all ages and abilities.

This After School Programs Parent handbook is a guide to understanding the policies and procedures of the After School Programs. Please read it carefully and keep it handy for future reference throughout the year. Please note: It is the family's responsibility to keep all pertinent information current and updated regularly.

If you have any questions about this Handbook or any policy or procedure of The After School Programs, please reach out to us at afterschool@theacademiescharters.org.

We look forward to working together to provide our After School Program services to our TACMO families and students.

Sincerely,

The Academies After School Programs Team

Claudia Van Groningen
Operations Director
claudiav@theacademiescharters.org

Lauren Ventura
After School Program Coordinator
lvventura@theacademiescharters.org

Krystal Eastman
Charter Management Organization Office Assistant
keastman@theacademiescharters.org

Registration

All registration forms must be completed prior to attending the After School Programs. Every family will be charged a \$5/family registration fee, unless participating on a Flat Rate plan.

Please be sure to have updated parent contact and emergency contact information. Insufficient contact information or information that is outdated may create an unsafe situation for your child in an emergency.

To register for our programs, please complete the registration form online at <https://www.theacademiescharters.org/after-school>.

Student Pick Up Procedure

Students will be released only to authorized parents, guardians or designated persons. The authorized pickup person must personally sign the child out when picking up. Please be sure to update any authorized parents, guardians or designated persons by email at afterschool@theacademiescharters.org.

Hours of Operation & Fees

Daily After School Programs Services	Days	Times	Fees	
Kinder Bridge	Monday-Friday Wednesdays	1:30-3:30pm 1:00-3:30pm	Regular Rate: \$10.00/day	Pre Pay Rate: \$8.00
ASP	Monday-Friday	3:30-5:30pm	Regular Rate: \$10.00/day	Pre Pay Rate: \$8.00
Early Release	Wednesday	1:00-3:30pm	Regular Rate: \$10.00/day	Pre Pay Rate: \$8.00
Children must be picked up no later than 5:30PM. If your child is not picked up by 5:30PM, you will be charged a late fee of \$1.00 per minute.				

The Academies Charter Management Organization hosts two staff events each year. On these days, our program will close at 4:30pm and will be free of charge to all families.



Minimum Day & Conference Care Days

Other Services	Days	Times	Fees
Minimum Day	December 8, 2025 December 19, 2025 January 26, 2026 March 26 & 27, 2026 May 4, 2026 June 5, 2026	12:15-4:30 pm	Minimum Day services are free of charge to all families.
<i>If students are enrolled in Kinder Bridge or After School, they do not need to sign up for Minimum Days.</i>			
Conference Care Days / Staff Development Days	November 20-21, 2025 / September 19, 2025 October 14, 2025 February 13, 2026	Full Day: 7:30-4:30pm Half Day AM: 7:30-12:00 pm Half Day PM: 12:00-4:30 pm	Full Day: \$26.00 Half Day (AM/PM): \$13.00 <i>*The Sliding Fee Scale will apply to these camps.</i>
<i>Parents will need to sign up for ALL Conference Care & Staff Development Days. We will send out registration via email.</i>			

Special Events/Camps:

There is no nurse on duty during Special Events/Camps. No medication will be given by program staff. If a student requires medication or management of health issues, a parent or guardian is required to provide all necessary care.

Camps Services	Days	Times	Fees
Fall Enrichment Camp	November 24-26, 2025	Full Day: 7:30-4:30pm Half Day AM: 7:30-12:00 pm Half Day PM: 12:00-4:30 pm	Full Day: \$26.00 Half Day (AM/PM): \$13.00 <i>*The Sliding Fee Scale will apply to these camps.</i>
Spring Enrichment Camp	March 30 - April 2, 2026		
<i>There will be a separate registration for each Enrichment Camp.</i>			

Billing and Payment Options

Flat Rate Plans

Flat Rate Plans are **annual** installment plans where the cost of the entire year is divided over 10 equal monthly payments which are automatically deducted from your checking account from September to June. You receive a 20% discount off of your fees. *Fees for these plans will not be prorated or refunded.*

Please note that your last payment may fall after the last day of the school year. If you choose any Flat Rate Plan, you do not have to pay the annual \$5.00 registration fee.

Conference Care & Staff Development Days are included in Unlimited Flat Rate plans only.

You must complete an e-check authorization form when selecting this option.

If you are interested in signing up for a flat rate plan, review our [Flat Rate Plan Information](#) or email us at afterschool@theacademiescharters.org.

Pre Paid Discount

If you make a deposit to your account and maintain a positive balance, you will receive a 20% discount off your fees. If making your prepayment in the office, please remember that it can take up to two weeks to reflect into your account.

Pay As You Go

You will be billed by the 15th of the month for the **prior** month's service and payment is due by the end of the month in which you are billed. Once you receive an invoice, you can pay that invoice.

Income Verification Forms

We offer a sliding scale for our program fees based on income and household size. Thanks in part to grant funding under the Expanded Learning Opportunities Program, there is no charge for families who qualify for the federal school meals program based on income and family size. To find out if you qualify for free or reduced fees, you must submit our [Sliding Fee Scale Form](#) to apply. This form is also in our online registration form and used solely for determining eligibility

for discounted fees in our after school programs.

There are additional forms required to determine eligibility for federal school meals programs and we ask that all families complete those forms, even if you think you don't qualify, and even though our current meal program provides free meals for all students. The data collected in those forms is used to determine eligibility for additional funding sources for schools. Information about meals and meal programs and access to the meal program eligibility form will be provided by your school.

Making a Payment

Payment can be made by cash or check in the front office of the school OR via email through the invoice sent by Quickbooks with Apple Pay, Venmo, checking account, or by credit/debit card.

Checks should be made payable to The Academies. Please include your child's first and last name in the memo along with "After School Program".

Payments that are turned into the school office will not be reflected on your Quickbooks account immediately. Please allow up to two weeks processing time.

Behavior Policy

The Academies After School Programs Expectations and Behavior Policy

Participation in The Academies After School Programs (*Kinder Bridge and ASP*) is a privilege. All children participating in the After School Programs should have a rewarding experience. The After School Program Behavior Policy was developed to make sure our program is safe and all students are having fun.

Student Expectations

1. Follow all Sycamore Valley and Blue Oak Academy behavior expectations.
2. Show respect to after school staff and fellow students at all times.
3. Always use respectful language when addressing staff and students.
4. Stay with your class at all times and move appropriately throughout campus during program hours.
5. Always follow instructions set forth by after-school staff for each activity.

6. Demonstrate responsible care of school property and equipment.
7. No disruptive behavior, including fighting, violence of any kind, or inappropriate language.
8. Comply with any and all other regulations set forth by the after school program staff.
9. All personal devices are to be stored in a backpack during after school hours.

Discipline Policy

The Academies After School Programs (*Kinder Bridge and ASP*) have disciplinary actions for minor and major incidents. Participants are expected to follow directions from the after school programs staff at all times.

At any time, a parent has the option to request a conference with the Program Coordinator. A parent's/guardian's refusal to sign a warning or behavior report does not negate the validity of the report.

Students who are involved in behavioral incidents in school will not be allowed to attend the After School Programs. Site Principals, Administration and specialist staff will use their discretion to protect the safety of all children when communicating behavioral concerns to the After School Coordinator.

Minor Incidents

Student behaviors that are disruptive to the learning environment, are handled by the supervising staff member in the situation.

Parents may or may not be contacted depending on the interventions needed.

After school program staff may use the following for minor infractions:

- Loss of privileges (outside play, games, etc.).
- A student may not be allowed to participate in a particular activity for a designated period of time.
- A student may be asked to reflect and/ or perform an act of kindness.
- Verbal communication between Parent and After School Program Lead Aide.
- Confiscate personal devices and return to the student's guardian at pick up.
- Students may be asked to complete our Reflection Forms (Tk-2nd Grade & 3rd-8th Grade).

Major Incidents

Major Incidents are more serious or repeated inappropriate behaviors.

The After School Programs will implement the following steps for Major Behavioral Incidents. Participants are expected to follow directions from the after school programs staff at all times. The following steps will be utilized for major incidents:

- 1st Offense: Parent(s)/Guardian will be notified by the Program Coordinator.
- 2nd Offense: Parent(s)/Guardian will be called by the Program Coordinator and must pick up their child immediately. No refunds will be given. Parents will need to sign the Parent Acknowledgement Form.
- 3rd Offense: Parent(s)/Guardian will be called by the Program Coordinator. Participants with a third offense will need to be picked up immediately and no refunds will be given. Children will be suspended from all after school programs (*Kinder Bridge and ASP*) for the following day. Parent(s)/Guardian will need to sign the After School Programs Suspension Acknowledgement.
- 4th Offense: Parent(s)/Guardian will be called by the Program Coordinator and must pick up their child immediately. The child will be suspended for the period of five days, with coordination of the Program Coordinator from all after school programs (*Kinder Bridge and ASP*). Parent(s)/Guardians will need to fill out the After School Programs

Suspension Acknowledgement. A conference between the p\Program Coordinator, guardian(s), and child will be held to implement a Behavior Contract before re-admittance.

- 5th Offense: Parent(s)/Guardian will be called by the Program Coordinator and must pick up their child immediately. The child may not attend any after school programs for one month, with coordination of the Program Coordinator. Parent(s)/Guardian will need to fill out the After School Programs Suspension Acknowledgement. After one month has passed, a meeting will be held with the Program Coordinator and Parent/Guardians to discuss the re-admittance and update the child's Behavior Contract.
- 6th Offense: Parent(s)/Guardian will be called by the Program Coordinator and must pick up their child immediately. Child is dismissed from all after school programs (*Kinder Bridge and ASP*) and services for the remainder of the school year. *TACMO After School Program will have copies of these all reports. Please contact the ASP*

Coordinator for copies, if needed.

There is no school administrator on duty during After School hours.

The below offenses will result in immediate expulsion from the after school program for the season without refund. No exceptions. Behaviors resulting in immediate dismissal include, but are not limited to:

- Any action that could threaten or pose a direct threat to the physical/emotional safety of the child, other children, or staff.
- Fighting or bullying
- Possession of a weapon of any kind
- Vandalism or destruction of school property, after- school property or property of others.
- Sexual misconduct
- Possession of or use of nicotine, alcohol, or controlled substances (including vapes, vape pens, or cigarettes)

Parents/guardians are encouraged to inform ASP in writing prior to a child's acceptance in the program of any special circumstances which may affect the child's ability to participate fully and within the guidelines of acceptable behavior, including, but not limited to any serious behavioral problems or special circumstances regarding psychological, medical or physical conditions. The Academies adheres to all federal laws pertaining to students with disabilities.

Cell Phone Policy

The student cellphone policy shall reflect the same rules as Blue Oak and Sycamore Valley Academy. Please refer to the school's Family Handbook.

Student Wellness: Healthy Choices and Behaviors

In alignment with TACMO and ELO-P standards regarding student wellness, healthy choices, and behaviors, our After School Program aims to maintain and exceed these expectations during after school hours. These policies and their implementation provide students with a positive, healthy, and consistent experience across all TACMO programs.

How this is reflected in our program:

With the support of our Expanded Learning Opportunities Program (ELO-P) grant, we are able to supply all of our students with the opportunity to exercise healthy choices and behaviors within our program. These healthy choices and behaviors include healthy eating, physical activity, social-emotional learning, and student leadership.

In order to maintain our students' physical health, well-being, and education, candy, sweets, junk food, or similar items will not be permitted as a reward or withheld as punishment for any reason. This guideline helps ensure consistency with behavioral plans and supports healthy, appropriate reinforcement strategies across all settings.

Our After School Programs will host two parties per year. At each party, there will be both food and non-food related activities and celebrations. Parent and teacher donations may be accepted. Those who wish to participate will be provided with a list of foods and beverages that meet government nutritional guideline standards.

During regular school and day intersession days, meals and snacks provided by our program, in partnership with Visalia Unified School District, will meet the United States Department of Agriculture (USDA) minimum nutritional requirements.

Emergency Medications/ Procedure:

Under TACMO's guidelines and based on the recommendations of the Centers for Disease Control and Prevention and the California Department of Public Health, our After School Program has established procedures for medical emergencies and medication delivery. All After School Program staff are trained and refreshed yearly on basic life-saving techniques and specific emergency medication administration techniques.

Our procedure:

- When registering your student for our program, you will be asked if there are any medical needs or medications that our staff should be aware of. When providing this information, please be as detailed as possible, as we do not have access to the same medical records as the school.
- All pertinent information regarding a student's allergies and/or chronic medical condition(s), as well as the steps required to implement the Emergency Action Plan, must be communicated to the After School Program Coordinator who will ensure program staff are informed.
- Non-essential medications will not be administered by After School Program staff.
- At an age-appropriate level, students should be aware of the first symptoms of their chronic medical condition and/or an allergic or anaphylactic reaction.

After School Programs Schedules

Kinder Bridge Program Schedules:

BOA Kinderbridge Program: Daily Schedule			
Monday, Tuesday, Thursday, Friday		Wednesday	
1:30 PM	Check in Students	1:00 PM	Check In Students
1:35 PM	Restroom Break & Snack (students provide snack)	1:05 PM	Restroom Break & Snack (students provide snack)
1:50 PM	Recess	1:25 PM	Recess
2:10 PM	Recess Clean Up	1:45 PM	Recess Clean Up
2:15 PM	Reading or Homework (Classroom)	1:50 PM	Reading or Homework (Classroom)
2:30 PM	Enrichment and Rotation Centers	2:05 PM	Movement Activity (In Classroom or Outside)
		2:15 PM	Enrichment and Rotations Centers
		3:10 PM	CLEAN UP
3:20 PM	CLEAN UP	3:20 PM	Rest Time, Quiet Time, Calming Time
3:30pm DISMISSAL		3:30pm DISMISSAL	

SVA Kinderbridge Program: Daily Schedule			
Monday, Tuesday, Thursday, Friday		Wednesday	
1:30 PM	Check in Students	1:00 PM	Check In Students
1:35 PM	Restroom Break & Snack (students provide snack)	1:05 PM	Restroom Break & Snack (students provide snack)
1:50 PM	Recess	1:25 PM	Recess
2:10 PM	Recess Clean Up	1:45 PM	Recess Clean Up
2:15 PM	Reading or Homework (Classroom)	1:50 PM	Reading or Homework (Classroom)
2:30 PM	Enrichment and Rotation Centers	2:05 PM	Movement Activity (In Classroom or Outside)
		2:15 PM	Enrichment and Rotations Centers
		3:10 PM	CLEAN UP
3:20 PM	CLEAN UP	3:20 PM	Rest Time, Quiet Time, Calming Time
3:30pm DISMISSAL		3:30pm DISMISSAL	

Blue Oak Academy ASP Program Schedules:

BOA After School Program: Monday, Tuesday, Thursday			
Primary Grades: TK-K & 1st- 4th		Upper Grade: 5th - 8th	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal/Check In	3:30 PM	School Dismissal/Check In
3:45 PM	SNACK (cafeteria)	3:45 PM	SNACK (cafeteria)
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:25 PM	Homework & Reading	4:25 PM	Homework & Reading
4:40 PM	Enrichment (assigned classroom)	4:40 PM	Enrichment (assigned classroom)
5:10pm CLEAN UP CLASSROOMS			
5:10pm-5:20pm: QUICK CENTERS			
5:30pm END			

BOA After School Program: Wednesday			
Primary Grades: 1st- 4th		Upper Grade: 5th - 8th	
12:45 PM	Employee Prep	12:45 PM	Employee Prep
1:00 PM	Check In	1:00 PM	Check In
1:20 PM	Recess	1:20 PM	Homework & Reading (assigned classrooms)
1:50 PM	Homework & Reading (assigned classrooms)	1:50 PM	Recess
2:20 PM	Enrichment (assigned classrooms)	2:20 PM	Enrichment (assigned classrooms)
3:05 PM	Clean Up Classrooms	3:05 PM	Clean Up Classrooms
3:15 PM	Sparks	3:15 PM	Sparks
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:15 PM	Recess	4:15 PM	Recess
4:40 PM	Centers	4:40 PM	Centers
5:20pm CLEAN UP			
5:30pm END			



BOA After School Program: Friday			
Primary Grades: TK-K & 1st- 4th		Upper Grade: 5th - 8th	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal	3:30 PM	School Dismissal
3:30 PM	Check In	3:30 PM	Check In
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:30 PM	Movie/Centers/Class Games/Themed Activity	4:30 PM	Movie/Centers/Class Games/Themed Activity
5:15pm CLEAN UP			
5:30pm END			

Sycamore Valley Academy ASP Program Schedules:

SVA After School Program: Monday, Tuesday, Thursday			
Primary Grades: TK-K & 1st- 4th		Upper Grade: 5th - 8th	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal/Check In	3:30 PM	School Dismissal
3:30 PM	Quick Centers (Cafeteria)	3:35 PM	Quick Centers/ STEAM
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:25 PM	Homework & Reading	4:25 PM	Homework/Reading/Tutoring
4:40 PM	Enrichment (assigned classroom)	4:40 PM	Enrichment (assigned classroom)
5:10pm CLEAN UP CLASSROOMS			
5:10pm-5:20pm: QUICK CENTERS (Cafeteria)			
5:30pm END			



SVA After School Program: Wednesday			
Primary Grades: 1st- 4th		Upper Grade: 5th - 8th	
12:45 PM	Employee Prep	12:45 PM	Employee Prep
1:00 PM	Check In	1:00 PM	Check In
1:20 PM	Recess	1:20 PM	Recess
1:50 PM	Homework & Reading (assigned classrooms)	1:50 PM	Homework & Tutoring (assigned classrooms)
2:20 PM	Enrichment (assigned classrooms)	2:20 PM	Enrichment (assigned classrooms)
2:50 PM	Clean Up Classrooms	2:50 PM	Clean Up Classrooms
3:15 PM	Sparks	3:15 PM	Sparks
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:15 PM	Recess	4:15 PM	Recess
4:40 PM	Centers (classroom/assigned classrooms)	4:40 PM	Centers (classroom/assigned classrooms)
5:15pm CLEAN UP			
5:30pm END			

SVA After School Program: Friday			
Primary Grades: TK-K & 1st- 4th		Upper Grade: 5th - 8th	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal	3:30 PM	School Dismissal
3:30 PM	Check In	3:30 PM	Check In
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:30 PM	Movie/Centers/Class Games/Themed Activity	4:30 PM	Movie/Centers/Class Games/Themed Activity
5:15pm CLEAN UP			
5:30pm END			

Personal Belongings

Please do not allow your child to bring personal belongings to the programs. The After School Program is not responsible for the loss or damage of electronics, toys, games, clothes, or other personal belongings.

Please do not bring the following items to the program:

- Weapons of any sort – fake or real
- Toys, stuffed animals
- Nail polish/makeup
- Valuable items
- Phones or other electronic devices

Staff

The After School Program strives to hire highly qualified, well-trained staff to conduct the After School Programs.

The staff is composed primarily of college students, recent graduates, as well as experienced staff. The staff are innovative and creative individuals who love working with children. Student to staff ratio is 10:1 for Kinder Bridge and 20:1 for ASP.

Medication

There is no nurse on duty during The After School Programs. No medications will be administered by program staff. If a student requires medication or management of health issues, a parent or guardian is required to provide all necessary care. The After School Program staff will ONLY provide medical attention in the form of soap, water, ice and bandages.

In case of a medical emergency, 911 will be contacted immediately.

Allergies

If you're aware that your child is severely allergic to something, it is your responsibility to notify staff in advance so we can take the proper precautions. Allergy lists will be provided to all After School Programs staff.

First Aid

First Aid is administered only by qualified staff. We have staff that are CPR certified and First Aid certified. First Aid Kits are located on each school site. If your child is injured, they will be sent home with our After School Programs Medical, Injury, First Aid Notification Form. There is no nurse on duty during The After School Programs.

Delinquent Accounts

Bills go out on the 15th of each month. You will be billed by the 15th of the month for the **prior** month's service and payment is due by the end of the month in which you are billed. Once you receive an invoice, you can pay that invoice.

If an invoice was lost or forgotten about, a reminder invoice will be sent monthly until paid.

In order to participate in the After School Programs, your account must be kept in good standing. Delinquent accounts risk being unable to register for Conference Care Days, Camps, and participate in our programs.



Accelerating Academics in an Enriching Environment

tuition-free, public charter schools serving grades TK-8

2025-26

Student Placement Information/Request Form

As we engage in the process of putting classes together, we use numerous factors to ensure balanced classes. These factors include academic needs, gender, child temperament, teaching style that might best fit learner needs, and social relationships and behaviors. In addition, we know that you, as parents/guardians, have information about your child that can be helpful to us as we prepare class rosters.

This form is optional. If you would like to provide information that we should consider during the formation of class rosters, please complete this form and return it to your school's **Front Office** no later than **Friday, May 16, 2025**. This form is confidentially kept with the school site Administration only.

While you may note a teacher preference, placement in a specific teacher's classroom cannot be guaranteed. Multiple factors are considered in student placement; parent requests are one factor among many.

Parents will be informed of class placement in August.

Student's Name _____

Grade Next Year _____ Current Teacher _____

Parent's Name _____ Date _____

Characteristics/attributes of your child: (use reverse side if necessary) _____

Revision of Fiscal Policies and Procedures (BP-001)

Preview

Purpose

To address emerging issues, feedback from stakeholders, and address the need for periodic review. This policy was adopted in 2017 and amended in 2020.

Process

Research and information gathering by the superintendent, including reviewing policies from other districts, consulting with legal counsel, and gathering input.

Draft revision presented to the board for a first reading at the September board meeting.

Final revision presented to the board for a second reading at the October board meeting.

Areas of Focus

Clarifying approval process for expenditures at or over \$20,000 for increased transparency and communication. Aligning annual purchases to the fiscal calendar for consolidation and clarity. Ensuring understanding of fiscal policies and procedures, including documentation and approval guidance.

THE ACADEMIES

CHARTER MANAGEMENT ORGANIZATION



Employee Handbook

2025-2026



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Welcome to The Academies Charter Management Organization Team & Family!

We are thrilled you have chosen to take part in the journey to realize the mission and vision of The Academies Charter Management Organization in our community!

The mission of The Academies Charter Management Organization is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. The Academies Charter Management Organization is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

Our vision is a community that offers high-quality educational opportunities to families and children, including its gifted and talented students, and a school that provides an alternative, innovative program that enriches and challenges all students.

This Employee Handbook is a reference guide for staff of The Academies Charter Management Organization (hereinafter referred to as “School” or “TACMO”). It provides general information regarding the policies and procedures of TACMO applicable to all Employees. **It is not a contract, and the policies set forth in here may be changed from time to time at TACMO’s discretion. We encourage you to read it carefully.**

If you have any questions about this Handbook or any policy or procedure of TACMO, please reach out to our HR Director, Principals, or the Superintendent.

We look forward to working together to achieve TACMO’s mission and vision, proving that schools that put students first can be successful both in quantitative and qualitative terms, and that a student-centered focus produces maximal student, staff, and family well-being.

Sincerely,

Shauna Dolin
Human Resources Director
The Academies CMO

Karin Aure, Ed.D.
Superintendent
The Academies CMO

Alex Tietjen
Board Chairperson
The Academies CMO

INTRODUCTION

ABOUT THIS HANDBOOK

This Handbook is intended only as a guide to TACMO's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its Employees, TACMO reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, Employee benefits, employment evaluation and separation) with or without notice to you, whenever TACMO determines that such action is warranted. Only the Superintendent, with the written approval of the Board of Directors, may alter the at-will employment status of any of TACMO's Employees.

As an Employee of TACMO, you are expected to read this Handbook thoroughly and abide by the policies outlined herein and other policies that may be adopted or amended throughout your employment. Our goal is for this Handbook to serve as a useful reference throughout your employment at TACMO. This Handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Where appropriate and necessary, the Principal, Superintendent and/or Board Chairperson will explain additional procedures and policies. If you have any questions about any policies or procedures, whether or not they are referred to in this Handbook, please contact the HR Director, Principal, or the Superintendent.

Once you have reviewed this Handbook, please sign the Employee acknowledgement forms at the end of this Handbook and provide these to the HR Director. This signed acknowledgement demonstrates to TACMO that you have read, understand and agree to comply with the policies outlined in the Handbook.

CONDITIONS OF EMPLOYMENT

EQUAL EMPLOYMENT OPPORTUNITY POLICY

TACMO is an equal opportunity employer. It is the policy of TACMO to provide equal employment and advancement opportunities for all qualified applicants and Employees without regard to race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all Employees and to all aspects of the employment relationship, including the hiring of new Employees and the training, transfer, promotion, compensation and benefits of existing Employees. Furthermore, TACMO prohibits all unlawful discrimination against any Employee or applicant for employment in its programs or activities based on race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, or any other consideration made unlawful by federal, state, or local laws.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, TACMO will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an Employee

unless undue hardship would result. In order to perform the essential functions of the job, any applicant or Employee requiring an accommodation should contact the Principal or Superintendent and request such an accommodation.

If you have any questions or concerns about any type of discrimination in the workplace you are encouraged to bring these issues to the attention of the Principal, Superintendent or Board Chairperson, and refer to TACMO's Uniform Complaint Policy (BP 12-005). TACMO will not tolerate retaliation against any Employee for making a good faith complaint regarding discrimination, harassment or retaliation, or cooperating in an investigation of such complaints. Reports will be investigated, and appropriate corrective action will be taken.

AT-WILL EMPLOYMENT

All employment at TACMO is "at-will." This means that employment is for no definite period and both you and TACMO have the right to terminate employment at any time, with or without advance notice and with or without cause. Upon written notice, either party may terminate this the employment relationship and Employee's employment at any time, at its sole and unreviewable discretion.

Without impacting the at-will nature of the employment relationship, TACMO may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with TACMO's personnel policies, including but not limited to its policy on Evaluation/Reviews. TACMO also has the right to demote or discipline an Employee, or alter the terms of employment, at any time, with or without cause and with or without advance notice, at TACMO's sole and unreviewable discretion. Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to any Employee in connection with their employment shall require TACMO to have "cause" or reason to terminate an Employee or otherwise restrict TACMO's right to terminate an Employee at any time for any reason.

Only the TACMO Board of Directors has the authority to alter the terms of the at-will employment relationship. The At-Will Employment Agreement sets forth the terms of employment with TACMO and supersedes any prior representation or agreement whether written or oral. This agreement may not be modified or amended except by a specific, written agreement signed by you, as the Employee, and the Superintendent, and approved in writing by the TACMO Board of Directors. Any change must express a clear and unambiguous intent to alter the at-will nature of the employment relationship.

CHILD ABUSE REPORTING

All staff must follow state policies on reporting abuse. In California, all school workers are mandated reporters and must report abuse or neglect if they "have knowledge of or observe" instances of abuse or neglect in their professional capacity, or if they "know or reasonably suspect" abuse or neglect have occurred. Please see the Principal if you have any questions or need to know how to make a report.

Mandated Reporters

Being a mandated reporter means that reporting known, or suspected child abuse or neglect is a requirement of your job. Our duty is to report, not to investigate. Failure to report is a misdemeanor and may result in loss of credential, up to six (6) months incarceration, and a fine of up to \$1000 (California Penal Code Section 11166[c]). It is important to note that TACMO Employees have an individual responsibility to report, so telling a coworker or a supervisor about a concern does not meet the requirements by law. Reports must be made to proper authorities.

Reporting Procedures

- Must be reported by phone immediately or as soon as possible to Child Welfare Services (CWS), Tulare County Health and Human Services Agency: 1-800-331-1585.
- Employees reporting child abuse to a child protective agency or law enforcement agency are directed to notify the Principal or designee as soon as possible after the initial verbal report by telephone. Administrators so notified shall provide the employee with any assistance necessary to ensure that reporting procedures are carried out in accordance with applicable law and TACMO policy and procedure.
- Following telephone report, a written report must be submitted within 36 hours. This report, the "Suspected Child Abuse/Neglect Report," is available here: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf This written report should be addressed to the person to whom the telephone report was made.

Types of Child Abuse

- Physical
 - Non-accidental physical injury
 - Severe corporal punishment or unjustifiable punishment
- Emotional/Verbal
 - Verbal assaults (screaming, threats, blaming, belittling, sarcasm)
 - Witnessing family/domestic violence
- Neglect
 - Negligent treatment or maltreatment of a child by a parent/caretaker
 - Includes severe and general neglect
 - Severe – failure to protect the child from malnutrition, or endangers person or health
 - General – failure to provide adequate food, clothing, shelter, medical care or supervision where no physical injury occurs
- Sexual
 - Sexual assault or exploitation of a minor
 - Chronic molestation or a single incident
 - Includes rape, incest, sodomy, oral copulation, penetration with a foreign object
 - Conduct or activities related to pornography depicting minors
 - Promoting prostitution of a minor
 - Consensual intercourse between a student under age 16 with a partner over age 21

Child abuse does not include:

- Mutual altercation between minors
- Self-defense
- Injury caused by reasonable force used by a peace officer acting within scope of employment
- Use of reasonable force from a certificated Employee to maintain order, protect property and protect the health and safety of pupils

STAFF / STUDENT INTERACTION POLICY

The following is TACMO's Board Policy 12-012.

I. PURPOSE AND SCOPE

The Academies Charter Management Organization ("TACMO") recognizes its responsibility

to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. Accordingly, it is the purpose of this policy to provide clarification for TACMO school staff so that staff members clearly understand the prohibitions and behavior boundaries that must govern their conduct. (For purposes of this policy, staff includes all school employees, certificated or classified; coaches or advisors; full-time or part-time, as well as volunteers.)

Actions by staff members that are inconsistent or in conflict with the values established by TACMO can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all employees conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this policy and otherwise proclaimed by this school. The provisions set forth herein are intended to guide all TACMO staff members toward conduct that reflects the high standards of behavior and professionalism required of school employees while defining interaction Boundaries between students and staff members.

It is vital that school administrators equip staff with a policy that clarifies acceptable and unacceptable behavior with students. It is also critical that staff members study this policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While not all Boundaries and/or situations can be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of the Principal/Superintendent. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or administrators.

II. CORPORAL PUNISHMENT

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

III. ACCEPTABLE AND UNACCEPTABLE STAFF/STUDENT BEHAVIOR

For the purposes of this policy, the term "Boundaries" is defined as acceptable, professional behaviors by staff members while interacting with a student. Trespassing beyond the Boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff members must understand their own responsibilities for ensuring that they do not cross the Boundaries as written in this policy. Disagreeing with the wording or intent of the established Boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the school motto of "Accelerating Academics in an Enriching Environment," student/staff interaction has boundaries regarding the activities, locations and intentions.

Unacceptable Behaviors

(This list, and any subsequent lists are not meant to be all-inclusive, but rather illustrative of the types of behavior that violate this policy.)

- Giving gifts to an individual student that are of a personal and intimate nature,
- Kissing of ANY kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from the school.
- Making, or participating in, sexually inappropriate comments.
- Sexual jokes, or jokes/comments with sexual double-entendre
- Seeking emotional involvement (which can include intimate attachment) with a student for your benefit
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Being alone in a room with a student at school and with the door closed.
- Allowing students in your home with signed parent permission for a pre-planned and pre-communicated educational activity (which must include another educator, parent, or other responsible adult).

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence):

- Remarks about the physical attributes or physiological development of anyone.
- Excessive attention toward a particular student.
- Sending letters, e-mails, text or social media messages, to students if the content is not about school activities.

Any employee communicating with a student through social media should be aware that the communication can be viewed by others and therefore should not contain any confidential or inappropriately identifying information. In addition, any employee communicating with a student through social networking media should be advised that the entire content of the employee's profile and/or page may be viewed by the student and therefore must meet all the guidelines set forth in this and other relevant policies. Specifically, TACMO employees are highly discouraged from inviting students to join social networks and insofar as such behavior occurs, employees will be responsible for any exposure/access by students to inappropriate or unprofessional content, including words or pictures

Acceptable and Recommended Behaviors

- Obtaining parents' written consent for any after- school activity on or off campus
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
- E-mails, text messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should occur through school and not personal networks such as personal email account.)
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to Boundaries.
- Involving your supervisor if conflict arises with a student.
- Informing your Principal/Superintendent about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-

workers.

- Asking another staff member to be present if you will be alone with any student after regular school hours
- Asking another staff member to be present if you will be alone with any student who may have special needs.
- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-fives, and handshakes are appropriate.
- Keeping your professional conduct, a high priority during all moments of student contact.
- Asking yourself if any of your actions, which go contrary to these provisions, are worth sacrificing your job and career.

IV. REPORTING

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this policy, he or she must report the suspicion to the Principal/Superintendent promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries, or any situation in which a student appears to be at risk for sexual abuse.

V. INVESTIGATING

All employees of TACMO are mandated child abuse reporters and will comply with all legal obligations and timelines related to the reporting of suspected child abuse.

The Principal/Superintendent or designated representative will promptly investigate and document the investigation of any allegation of sexual misconduct, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, as much as possible. The investigating Principal/Superintendent shall notify the Governing Board of Directors in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Principal/Superintendent shall report to the Governing Board of Directors any conclusions reached. The Principal/Superintendent or designated representative shall consult with TACMO legal counsel, prior to, during, and after conducting any investigation.

VI. CONSEQUENCES

Staff members who have violated this policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

VII. TRAINING

This policy shall be discussed with and acknowledged by all TACMO employees as part of their initial employment and again, on an annual basis, as part of ongoing training for all TACMO employees prior to the start of each school year. A copy of an acknowledgement will be placed into each TACMO employee's personnel folder. In addition, appropriate portions of this policy and related information may be incorporated into ongoing TACMO communications activities (e.g.,

via the daily bulletin, the school website, the parent newsletter), to underscore the continuing importance that TACMO places on student/staff interaction.

IMMIGRATION COMPLIANCE

TACMO does not discriminate against any individual because of his or her national origin, citizenship or intent to become a U.S. citizen in compliance with the Immigration Reform and Control Act of 1986. It is, however, the policy of the School to only employ those individuals that are authorized to work in the United States. In furtherance thereof, TACMO requires each prospective Employee to provide documents verifying his or her identity and authorization to be legally employed in the United States.

CREDENTIALING AND QUALIFICATIONS OF INSTRUCTIONAL STAFF

Each of TACMO's teachers is required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold, and may be required to meet certain federal requirements related to subject-matter expertise in order to meet federal requirements for "highly qualified teachers." It is the responsibility and a condition of continued employment of the teaching staff to provide, maintain, and keep current such certificates, permits or other documentation to the HR Director no later than the close of business on the first day the Employee reports for duty, or by the date specified in the Employee's At-Will Employment Agreement, whichever is earlier. If an Employee believes that he or she is assigned to teach in a subject or assignment for which he/she is not qualified, the Employee should immediately report the same to the HR Director or the Principal. Staff who are required to meet these state and federal certification and related requirements must maintain such qualifications as a condition of continued employment at TACMO. It is the Employee's responsibility, not the Employer's, to keep track of expirations and to submit applications to the Commission on Teacher Credentialing in advance of expirations in order to do so.

EMPLOYEE CLASSIFICATIONS

Each TACMO Employee is either "exempt" or "non-exempt." An Employee's duties, responsibilities, and salary determine whether his or her position is exempt or non-exempt under federal law. Employees classified as non-exempt are eligible for overtime pay according to applicable state and federal guidelines. Employees in exempt positions are not eligible for overtime pay.

Exempt: Exempt Employees are those Employees with job assignments that meet exemption tests under applicable state and federal law making them exempt from overtime pay requirements. Exempt Employees are compensated on a salary basis, not pursuant to overtime pay requirements.

Non-Exempt: Non-exempt Employees are those Employees with job assignments that do not meet exemption tests under applicable state or federal law. Thus, these Employees are paid overtime wages for overtime worked in accordance with the law.

In addition, staff will fall within one of the following categories:

Full-Time Staff: Full-time Employees are those who are regularly scheduled to work at least forty (40) hours per week. Generally, full-time Employees are eligible for the benefits and leaves of absences described in this Handbook, subject to the terms, conditions, and limitations of each benefit and leave program.

Part-Time Staff: Part-time Employees are those employed who are regularly scheduled to work thirty-nine (39) hours or less per week. Generally, part-time Employees receive legally mandated benefits and leaves, but are ineligible for all of TACMO's other employment benefit and leave programs. A change from part-time to full-time status will be effective only if the Employee has been advised of the change in writing by the Principal or Superintendent and such change has been approved by the TACMO Board of Directors.

Temporary: Temporary Employees are those Employees who are hired for a limited time period, or for a specific project, and usually are not employed by TACMO for more than three (3) months. Generally, temporary Employees receive legally mandated benefits and leaves, but are ineligible for all of TACMO's other employment benefit and leave programs. A change from temporary to part-time or full-time status will be effective only if the Employee has been advised of the change in writing by the Principal or Superintendent, and such change has been approved by the TACMO Board of Directors.

Independent contractors, consultants and leased Employees (i.e., those working for an employment agency) are not Employees of TACMO and are not eligible for benefits provided by TACMO. If you have any questions about your classification, please consult with the Principal or Superintendent.

RELATIONSHIPS BETWEEN EMPLOYEES

~~While TACMO's policies do not permit discrimination based on an employee's marital status, an employee's relationship to another TACMO Employee or his or her lawful off duty conduct can create conflicts of interest requiring TACMO to take the Employee's relationship with another Employee into account.~~

~~An Employee should not be in a supervisory role with another Employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised Employees and situations of favoritism. TACMO reserves the right to take appropriate action if Employee relationships interfere with the safety, morale or security of TACMO, or if the relationships create an actual or perceived conflict of interest or favoritism.~~

~~A Principal, Superintendent, or any staff person serving in a supervisory role, should avoid forming special social relationships or dating Employees under his or her direct supervision, or with other Employees that would create actual or perceived conflicts of interest and situations of favoritism. If such a relationship arises, both Employees should notify the Board Chairperson so that appropriate measures can be taken to prevent conflicts of interest or favoritism.~~

RELATIONSHIPS BETWEEN EMPLOYEES

While TACMO's policies do not permit discrimination based on an employee's marital or familial status, relationships between employees—particularly when involving close relatives or supervisory dynamics—may create actual or perceived conflicts of interest. As such, TACMO reserves the right to evaluate and address such relationships in the interest of organizational integrity, equity, and professionalism.

Employment of Immediate Family Members

TACMO permits the employment of immediate family members (defined as spouse, domestic partner, child, parent, or sibling), provided that one family member is not in a direct supervisory or evaluative role over the other. In cases where such supervisory relationships exist or are anticipated (e.g., promotion or reassignment), alternative supervision arrangements may be considered, but are not guaranteed.

Particular caution and high discretion will be exercised when immediate family members are considered for employment in administrative or leadership roles (e.g., Site Principal, Superintendent, or other positions with broad decision-making authority). In these cases, perceived influence, access to confidential information, and organizational trust must be carefully evaluated before proceeding.

Supervisory Relationships & Conflicts of Interest

Supervisors must avoid situations that may result in actual or perceived favoritism, bias, or conflicts of interest involving family members, close friends, or romantic partners. No employee should supervise, evaluate, or make employment-related decisions about another employee with whom they share a close personal relationship.

Disclosure Requirements

If a personal relationship (familial or otherwise) develops that could impact the supervisory dynamic or create the perception of preferential treatment, both employees must promptly disclose the relationship to the Board Chairperson or designee. Appropriate steps—such as reassignment or recusal from decision-making—will be taken to ensure transparency and fairness.

Dating or Social Relationships in the Workplace

Principals, the Superintendent, or any employee in a supervisory capacity should refrain from forming dating or close social relationships with employees under their direct supervision, or with those in roles where influence or favoritism may reasonably be inferred. Disclosure and professional boundaries are essential to avoid undermining morale, trust, or operational integrity.

POLICY PROHIBITING UNLAWFUL HARASSMENT, DISCRIMINATION, AND BULLYING

The following is TACMO's Board Policy 13-001.

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Academies Charter Management Organization ("TACMO") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, TACMO will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. TACMO school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom TACMO does business, and all acts of TACMO's Board of Directors ("Board") in enacting policies and procedures that govern TACMO.¹

TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student ² or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by TACMO.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other

¹ This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "BP 13-001 Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

² "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

TACMO has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

TACMO advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

TACMO informs its employees, students, and parents/guardians of TACMO’s policies regarding the use of technology in and out of the classroom. TACMO encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

TACMO employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. TACMO advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at TACMO and encourages students to practice compassion and respect each other.

TACMO educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

TACMO's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

TACMO informs TACMO employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

TACMO annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other TACMO employees who have regular interaction with students.

TACMO informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

TACMO also informs certificated employees about the groups of students determined by TACMO and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

TACMO encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for TACMO's students.

Complaint Procedures

Scope of the Complaint Procedures

TACMO will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying

against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the TACMO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

TACMO will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of TACMO's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of TACMO's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Superintendent (or the Chair of the Board if the complaint is against the Superintendent) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and TACMO will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by TACMO on a case-by-case basis.

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Superintendent or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Superintendent or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Superintendent or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Superintendent, a Board member who is not the Board Chair or a third-party investigator will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment.

Right of Appeal

Should a complainant find TACMO's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of TACMO's decision or resolution, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

The following is TACMO's Board Policy 24-003.

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of The Academies Charter Management Organization ("TACMO") to address sex discrimination, including but not limited to sexual harassment, occurring within TACMO's education program or activity.

TACMO does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.³

This Policy applies to conduct occurring in TACMO's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom TACMO does business.

³ TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the TACMO Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by TACMO.

Prohibited Sexual Harassment

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of TACMO conditioning the provision of an aid, benefit, or service of TACMO on an individual’s participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to TACMO’s education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through TACMO.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, poking another’s body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in TACMO's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that TACMO investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in TACMO's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to TACMO's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or TACMO's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of TACMO ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Karin Aure, Ed.D.
 Superintendent
 PO Box 1189, Visalia, CA 93279
kaure@theacademiescharters.org
 (559) 429-4351

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Shauna Dolin
Human Resources Director
PO Box 1189, Visalia, CA 93279
sdolin@theacademiescharters.org
(559) 429-4351

The Coordinator is responsible for coordinating TACMO's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to TACMO, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within TACMO's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. TACMO will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

TACMO will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

TACMO's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in TACMO's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. TACMO will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair TACMO's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

TACMO has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with TACMO's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

TACMO requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by TACMO to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

TACMO will treat complainants and respondents equitably. TACMO presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

TACMO may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

TACMO allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by TACMO, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

TACMO will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.⁴ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

TACMO must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in TACMO's education program or activity; or
- Did not occur against a person in the United States.

TACMO may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by TACMO;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent TACMO from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable TACMO policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- TACMO's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;

⁴ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that TACMO prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

TACMO may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with TACMO's policies.

TACMO may remove a respondent from TACMO's education program or activity on an emergency basis, in accordance with TACMO's policies, provided that TACMO undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under TACMO's Title IX grievance procedures, TACMO may offer an informal resolution process to the parties. TACMO will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, TACMO will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. TACMO has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless TACMO obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, TACMO will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after TACMO sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred.

The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of TACMO's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that TACMO provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of TACMO's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or TACMO's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by TACMO.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

TACMO will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;

- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

WHISTLEBLOWER POLICY

The following is TACMO's Board Policy 12-004.

The Academies Charter Management Organization ("TACMO") requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within TACMO. As representatives of TACMO, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that TACMO has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of TACMO to raise serious concerns about the occurrence of illegal or unethical actions within TACMO before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of TACMO have a responsibility to report any action or suspected action taken within TACMO that is illegal, unethical or violates any adopted policy of TACMO, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to TACMO or any individual at TACMO and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who TACMO believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

ALCOHOL, TOBACCO, & DRUG-FREE WORKPLACE

It is TACMO's policy to maintain a drug and alcohol-free workplace. No Employee may use, possess, offer for sale or be under the influence of any illegal or illicit drugs or alcohol during working hours including lunch and break periods, in the presence of pupils, or on School property at any time.

All TACMO buildings and facilities are tobacco-free facilities. TACMO Employees may not use tobacco products on school grounds at any time.

Engaging in any of the activities above shall be considered a violation of TACMO policy and the violator will be subject to discipline, up to and including termination. TACMO complies with all federal and state laws and regulations regarding drug use while on the job.

SCHOOL PROPERTY INSPECTIONS

TACMO is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, TACMO provides

property and facilities to its Employees to carry out business on behalf of TACMO. Accordingly, Employees do not have any expectation of privacy in the use of any School property or facilities. In accordance with these policies, all TACMO facilities and property, including all items contained therein, may be inspected by TACMO at any time, with or without prior notice to the Employee. To the fullest extent allowed by law, School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

Consistent with applicable law, TACMO also reserves the right to inspect or cause to be inspected any vehicle, its trunk, glove compartment or any container therein that is parked on TACMO property or premises or to contact the Police Department to do the same.

CONFIDENTIALITY OF INFORMATION

During your employment at TACMO, you may have access to and/or become aware of information of a confidential, proprietary, or private nature, including but not limited to information and data relating to TACMO students; non-public information data relating to donors, donor prospects, and donations; non-public TACMO budget or financial information; and payroll and personnel information relating to current or former Employees. As a condition of their employment, all TACMO Employees must sign a Confidentiality Agreement. This Confidentiality Agreement describes what information TACMO considers confidential information and what measures TACMO Employees are expected to take to protect confidential information. This Confidentiality Agreement can be found on the last page of this Handbook. Direct any questions about your confidentiality obligations to the Superintendent, Principal or the Board Chairperson.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The student education records contained in TACMO electronic and physical data sources are subject to the federal Family Educational Rights and Privacy Act (FERPA). With few exceptions, FERPA prohibits schools from disclosing personally identifiable information contained in student education records without prior written parent consent. Violation of FERPA could subject TACMO to severe penalties including the termination of eligibility to receive funding under any applicable federal program.

However, one exception, which permits disclosure without prior parent consent, is disclosure to school officials with legitimate educational interests.

As a staff member of TACMO, you agree not to disclose any of the personally identifiable information you acquire in the course of your duties to other parties who are not school officials unless you have obtained prior written parental consent in accordance with FERPA guidelines for the disclosure.

TACMO's full policy on this topic is SP 12-001, "Educational Records and Student Information," and is available for your review in the office.

Definitions

Student Education Records are any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by TACMO.

Student Education Records include, but are not limited to:

- Student names;
- Names of student parents or other family members;
- Student or student family addresses;

- Personal identifiers, such as student social security numbers or school-assigned student numbers;
- Lists of personal characteristics that would make student identity easily traceable; or
- Other information that would make a student's identity easily traceable.

School Officials include a person employed by TACMO as an administrator, supervisor, teacher/instructor, or support staff member (including health, medical, law enforcement, or technical personnel); a person serving on TACMO's Board of Directors; or a person or company with whom TACMO has contracted to perform a special task (such as an attorney, auditor, data analyst, medical consultant, or therapist).

Legitimate Educational Interest: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Violation of Policy

Any violation or abuse of this policy is grounds for disciplinary action, up to and including termination, removal of all TACMO network privileges and accounts, and/or legal action.

CONFLICT OF INTEREST

The following is TACMO's Board Policy 11-001

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Principal, Superintendent, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

THE WORKPLACE

WORK SCHEDULE

Business hours are normally 7:30 a.m. – 4:30 p.m. Monday through Friday. The TACMO after-school program runs until 5:30 p.m. daily with a separate staff. The regular (full time) workday schedule for exempt and non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Non-exempt hourly employees are each given a written weekly schedule, delineating their particular schedule and assignment. Exempt employees are also generally expected to be present from 7:45 a.m. – 4:00 p.m. and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

MEAL AND REST BREAKS

~~TACMO provides employees with meal and rest breaks according to applicable laws. Non-exempt employees working over five (5) hours are provided with at least a thirty (30) minute meal period, to be taken approximately in the middle of the workday. Non-exempt employees are also entitled to a ten (10) minute rest period if their work schedule exceeds 3.5 hours, and a second ten (10) minute rest period if their work schedule exceeds six (6) hours. The Principal, or direct supervisor, is aware of and approves scheduled meal and rest periods when Employees' weekly schedules are developed.~~

~~Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may leave the premises during the meal period.~~

TACMO provides employees with meal and rest breaks in accordance with California Labor Code § 512 and other applicable laws.

Meal Breaks: Non-exempt employees who work more than five (5) hours in a workday are provided with an unpaid, uninterrupted, duty-free meal period of at least thirty (30) minutes, to be taken approximately in the middle of the workday. A second unpaid meal period of at least thirty (30) minutes is provided if the employee works more than ten (10) hours in a workday, unless the employee waives the second meal period in accordance with California law.

Rest Breaks: Non-exempt employees are entitled to a paid ten (10) minute rest break for every four (4) hours worked or major fraction thereof. A rest break is typically provided if the workday exceeds 3.5 hours, and a second rest break is provided when the workday exceeds six (6) hours.

The Principal or direct supervisor will schedule and approve employees' meal and rest periods during the development of weekly schedules.

Employees are expected to take their breaks as scheduled. Any concerns regarding missed or interrupted breaks should be promptly reported to their direct supervisor or Human Resources.

PUNCTUALITY AND ATTENDANCE

Punctuality and regular attendance are expected of all staff. You should report to work as scheduled, on time.

If you find it necessary to be absent or late, you are expected to arrange it in advance with your direct supervisor, as indicated by the current Organizational Chart. If you must be absent for any reason during work hours, you should inform your direct supervisor as far in advance as possible. If it is not possible to arrange your absence or tardiness in advance, you must notify your direct supervisor no later than two (2) hours before the start of your workday.

If you are absent from work longer than one (1) day, you are expected to keep your direct supervisor sufficiently informed of your situation.

An absence or tardiness without proper notification to your direct supervisor will lead to disciplinary action, up to and including termination. Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination with or without advance notice.

If you fail to come to work for three (3) consecutive work days without authorization, TACMO will presume that you have voluntarily resigned from your position with TACMO at the close of business of the third missed day.

TIMESHEETS

For all non-exempt Employees, semi-monthly (digital or paper) timesheets must be accurately kept, reflecting all regular hours and overtime hours worked and meal periods taken within the pay period: 1st-15th, paid on the last day of the month and 16th-30th/31st, paid on the following 15th. Timesheets must be submitted by the Employee, verifying and attesting to the truth of the information contained therein. Digital timesheets are to be submitted daily and paper timesheets are to be submitted by the last day of the pay period. All absences, tardiness and overtime must be accurately reflected on the timesheet.

For all exempt Employees working on special projects outside their At-Will Employment Agreement and with prior approval of TACMO's Principal or Superintendent, a paper hardcopy timesheet must be accurately kept, reflecting all hours worked which fall outside the purview of the Employee's At-Will Employment Agreement. Timesheets must be signed by the Employee, verifying and attesting to the truth of the information contained therein.

Timesheets are due by 5 p.m. on the last day of the pay period (15th or 30th/31st). When the last day of the pay period falls on a weekend, timesheets are due the Friday before.

ACCEPTABLE USE OF TACMO TECHNOLOGY AND PROPERTY

Definition of TACMO Property and Technology Resources

For purposes of this policy, "technology" refers to all TACMO electronic devices and systems, software, and means of electronic communication including, but not limited to, the following:

- All computers and workstations, including laptop computers, desktop computers, and server computers;
- Computer hardware and peripheral equipment such as disk drives, printers, modems, scanners, fax machines, and copiers;
- Supported and designated computer software applications and associated system and user-created files and data;
- Standard and cellular telephones, voicemail systems, electronic-mail systems, portable computer devices, digital cameras, and video recorders.

"TACMO property" refers to objects owned and housed on TACMO, SVA, or BOA premises, including but not limited to: desks, tables, workstations, cabinets, drawers, and shelves, as well as books, textbooks, curriculum, maps, materials, instruments, tools, machines, and vehicles.

"Use of technology" is defined as the collection of individual behavior, interaction, and utilization, with and of, all computing and peripheral equipment, software, and technology services that are procured, implemented, and supported by TACMO (including SVA and BOA).

Acceptable Use of TACMO Property and Technology

TACMO will provide Employees with access to property and technology as necessary and appropriate to fulfill assigned responsibilities. TACMO staff will not supply personal technology resources to create, store, and communicate organizational information or complete job responsibilities, nor will TACMO support, modify, repair, integrate, or perform work on personal technology resources.

TACMO Employees who use TACMO technology must do so responsibly and are required to comply with all state and federal laws, the policies of TACMO, and with standards of professional conduct. When using TACMO property, the TACMO staff is expected to exercise care, perform required maintenance where assigned, and follow all operating instructions, safety standards, and guidelines provided.

TACMO Employees may not use any technology resource for the purpose of creation and transmission of offensive, obscene, or indecent material; creation of defamatory material; plagiarism; infringement of copyright, including software, published texts, and student work; political and/or religious proselytizing; transmission of student images or student work without parental and Principal permission; transmission of commercial and/or advertising material; and creation and transmission of material which a recipient might consider disparaging, harassing, and/or abusive based on race, ethnicity, national origin, sex, gender (including gender expression or identity), sexual orientation, age, disability, religion, and/or political beliefs.

TACMO's technology is to be used by the staff for the purpose of TACMO activities. This policy does not prohibit use of technology resources for reasons of a personal or social nature on the TACMO Employee's non-work time, providing such use does not violate any of TACMO's policies, break local, state, or federal law, result in any monetary cost to TACMO, impair intended use and functionality by the addition, removal, or alteration of equipment or software, or detract from the Employee's performance of his or her job duties. TACMO does not support the storage and installation of personal hardware or software and related data on TACMO technology, and TACMO Employees should not store or install personal hardware, software or data on TACMO technology. Therefore, TACMO will not repair or backup such data and software. This includes personal music, videos, pictures, and other documents. TACMO reserves the right to determine when personal use of technology or other TACMO property is excessive or improper and may require reimbursement or other remediation from a staff member and/or discipline the Employee when he/she has used the technology excessively or improperly.

The following activities are prohibited while using TACMO technology resources:

1. Knowingly giving one's password to others or failing to properly safeguard one's password;
2. Attempting to gain unauthorized access to TACMO technology resources, attempts to disrupt it in any way, or attempts to destroy or alter data;
3. Downloading or installing any commercial software, shareware, or freeware without permission from the network administrator;
4. Copying TACMO's software programs for personal use;
5. Plagiarism;
6. Using the organization's time and resources for personal pursuits;
7. Sending or posting discriminatory, harassing, or threatening messages or images;
8. Using abusive or otherwise objectionable language in either public or private messages;
9. Stealing, using, or disclosing someone else's code or password without authorization or otherwise making TACMO's electronic resources available to persons not authorized to such access;
10. Attempting to break into the computer system of another organization or person;

11. Accessing, attempting to access, saving, transmitting, or printing any pornographic materials;
12. Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities;
13. Using the Internet for political causes or activities, religious activities, or any sort of gambling;
14. Changing any computer file that does not belong to the user;
15. Using another person's password without his or her consent;
16. Unauthorized modification of system facilities, operating systems or disk partitions;
17. Damaging or vandalizing School computing facilities, equipment, software, or computer files. Vandalism includes uploading, downloading or creating computer viruses and/or any malicious attempt to harm or destroy School equipment or materials or the data of any other user;
18. Developing or using programs which disrupt other computer users, access private or restricted portions of the system, and/or damage software or hardware components of the system;
19. Violate any federal, state, or local laws in the use of the School's information systems;
20. Placed copyrighted material on the system without the author's permission. Users may download copyrighted material for their own use only and only in accordance with copyright laws.

It is understood that accidents happen, but staff are encouraged to take the best possible care of all school property and technology resources. If equipment or items sustain physical damage or are stolen, notify the Principal immediately so that s/he can address the problem. If staff are deemed neglectful with TACMO property, they may be held responsible for repair or bear the cost to replace such equipment.

Privacy

All TACMO technology is property of TACMO. All Internet traffic and all messages sent and received, including personal messages, Internet browsing traffic, and all data and information stored on TACMO email, voicemail system, cell phones, or computer systems are TACMO property, regardless of the content. TACMO reserves the right to access, monitor, and inspect all of its technology resources including its computers, voicemail, email, and any other data storage communications systems, at any time, at its sole discretion and with or without notice to Employees. TACMO Employees have no right of privacy with respect to any messages or information created, maintained, received, sent or stored on TACMO technology, even if those devices require a personal password to use or access, or if the information has been deleted. TACMO reserves the right to advise appropriate legal authorities of any incident involving technology resources where it reasonably believes an TACMO Employee may have violated the law.

All passwords used to access technology resources must be available to TACMO upon request.

TACMO also reserves the right to inspect all other TACMO property, including but not limited to desks, workstations, cabinets, drawers, closets, as well as any contents, effects, or articles in TACMO property. Such inspection can occur at any time, with or without advance notice or consent.

Return of TACMO Property and Technology

TACMO Employees who are issued TACMO property or technology must return the items when requested by TACMO or upon separation from TACMO employment. An Employee may face disciplinary action, up to and including dismissal, if any property or technology issued to him or

her by the school is lost, damaged, misused or not returned to TACMO upon request. TACMO reserves its right to recover the value of its property or technology resources from an Employee to the full extent authorized by law.

Blogs, Web Pages, and Social Networking Sites

To the fullest extent allowed by law, TACMO staff will not utilize TACMO technology resources for purposes of using blogs, web pages or social networking sites to present information or content about themselves, colleagues, the organization, or students that may be false, disparaging, damaging, in violation of local, state, and federal law, or otherwise detrimental to the reputation and integrity of individuals, programs, or TACMO.

Staff should also carefully consider the impact of information presented on personal blogs, websites, or social networking sites. While publishing this information is potentially private conduct, information connecting the writer with TACMO may impact the writer's reputation among the greater TACMO community, and may be detrimental to TACMO's educational mission. Staff should also be cautious when communicating with any students or parents of students through social networking sites or blogs. If this is done, **all** content, including profiles, links and/or other data available through staff use of the social networking sites or blogs must meet the conduct standards set forth elsewhere in this Handbook.

Violation of Policy

Any violation or abuse of this policy is grounds for disciplinary action, up to and including termination, removal of all TACMO network privileges and accounts, and/or legal action. We anticipate that such actions can be avoided since they cause problems for all concerned. To keep the TACMO technology and property viable, effective, and user friendly, all staff must work cooperatively and responsibly.

STAFF INTERNET USE POLICY

It is the policy of TACMO to:

- Prevent user access and transmission of inappropriate material via the Internet utilizing TACMO technology resources;
- Prevent unauthorized access and other unlawful online activity;
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- Comply with the Children's Internet Protection Act and all other relevant laws for the safety of the students

This policy applies to all TACMO community members, including students, teachers, staff, and designated contractual or temporary staff.

Technology Protection Measure

TACMO shall filter all Internet traffic originating from any TACMO location to ensure it is appropriate for minors and in compliance with all local, state and federal mandates. TACMO shall maintain the necessary licensing annually to ensure all applicable categories of harmful Internet content is blocked and inaccessible by community members.

Monitoring and Supervision of Online Activities

TACMO staff responsible for allocating TACMO technology resources for student use are responsible for supervising and monitoring appropriate usage of TACMO technology resources,

especially Internet access, in accordance with the Children's Internet Protection Act. This includes, but is not limited to:

- Logging and reporting of TACMO technology resource usage, especially Internet access;
- In-classroom monitoring of student use of technology resources;
- Follow-up meetings with students and/or parents concerning student use of technology resources.

Education of TACMO Community Members

Education of Minors: School staff responsible for allocating TACMO technology resources for student use shall be responsible for providing instruction to students concerning appropriate online behavior utilizing TACMO technology resources. Such instruction shall include review of specific inappropriate behavior, the consequences of such behavior, and an indication of how staff will assist students to be successful with the use of TACMO technology resources while avoiding inappropriate content. Such instruction shall be guided by TACMO's Student Internet Use Policy (SP 12-003).

Education of Staff: Designated staff will train and support school staff on the appropriate use of TACMO technology resources.

Violation of Policy

Any violation or abuse of this Policy is grounds for disciplinary action, up to and including termination, removal of all TACMO network privileges and accounts, and/or legal action. To keep the TACMO technology resources and property safe, viable, effective, and user friendly, all TACMO community members must work cooperatively and responsibly using this policy. TACMO reserves the right to update this policy and/or to change the technology protection measure at any time, with or without notice.

EMPLOYEE INTERNET POSTINGS

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Snapchat, Twitter, TikTok, etc.) that discusses any aspect of their workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose Internet postings violate this or other School policies.

SOLICITING/ CONDUCTING PERSONAL BUSINESS WHILE ON DUTY

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on duty, or when the Employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against TACMO's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other Employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on TACMO premises by non-Employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-Employees is strictly prohibited.

FACULTY DRESS CODE

TACMO staff are expected to maintain a professional appearance and demeanor at all times. While staff are not required to follow the student uniform color guidelines, clothing should be clean, neat, and appropriate for a professional educational setting. Shirts, blouses, sweaters, coats, pants, skirts, and cropped pants should reflect a tidy and polished look.

Unlike students, staff may wear prints and have more flexibility with collars and necklines; however, all necklines must remain modest. Staff attire should promote respect from students, colleagues, and families, and should not distract from student learning.

Clothing with references to drugs, alcohol, violence, sexual content, or messages likely to disrupt the educational environment is not permitted. Religious dress or grooming practices will be reasonably accommodated in accordance with state and federal law.

School site administrators have the discretion to determine whether specific clothing meets the expectations of modesty, professionalism, and suitability for the school setting.

PROHIBITED USE OF CELL PHONE WHILE DRIVING

In the interest of the safety of our team members and other drivers, TACMO Employees are prohibited from using cell phones while driving on TACMO business and/or TACMO time.

If your job requires that you keep your cell phone turned on while you are driving, you must use a hands-free device. Under no circumstances should Employees place phone calls while operating a motor vehicle while driving on TACMO business and/or TACMO time. Violating this policy is a violation of law beginning July 1, 2008 and a violation of TACMO rules.

Writing, sending, or reading text-based communication– including text messaging, instant messaging, and e-mail– on a wireless device or cell phone while driving is also prohibited under this policy. Violating this policy is a violation of law and a violation of TACMO rules.

TACMO strongly urges that you pull off the road before conducting TACMO business.

HEALTH, SAFETY, AND SECURITY

In compliance with Proposition 65, TACMO will inform all Employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Whenever Employee noise exposure equals or exceeds the standards specified in law, the Superintendent, Principal or designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiometric testing of affected Employees, the provision of hearing protectors, and Employee training.

Eye safety devices shall be worn by Employees whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes.

The Superintendent, Principal or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a workplace is not in close proximity to an infirmary, clinic, or hospital where all injured Employees may be treated, the Principal or designee shall ensure that at least one Employee is adequately trained to provide first aid.

The Superintendent, Principal or designee shall make adequate first aid materials readily available for Employees at the worksite. Such materials shall be kept in sanitary and usable condition. The Superintendent, Principal or designee shall frequently inspect all first aid materials and replenish them as necessary.

Employees are required to know and comply with TACMO's general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to the Principal any potential health or safety hazards and all injuries or accidents.

TACMO has also developed guidelines to help maintain a secure workplace. Following these "common sense" guidelines helps our school be safer.

- Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas.
- Report any suspicious persons or activities immediately to the Principal, Vice Principal, Superintendent or Office Manager.
- Lock your desk or workspace at the end of the day.
- When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible.
- Employees should immediately notify the Principal when keys are missing, or if security access codes, identification materials, or passes have been breached.

The security of the facilities, as well as the welfare of our Employees, depends upon the alertness and sensitivity of every individual. Employees should immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

CRIMINAL BACKGROUND CHECKS

As a condition of employment, TACMO requires all applicants for employment to submit two (2) sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. TACMO will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime. TACMO will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. TACMO shall also request subsequent notifications from the Department of Justice and take all necessary action based upon such further notification.

TUBERCULOSIS TESTING

Except for Employees transferring from other schools, no person shall be employed by TACMO unless the Employee has submitted proof of an examination within the past sixty (60) days that the Employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous sixty (60) days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the Employee's previous school employer to verify that it has a certificate on file that shows

that the Employee was examined within the past four (4) years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs. After such examination, each Employee shall cause to be on file with TACMO a certificate from the examining physician showing the Employee was examined and found free from active tuberculosis.

All Employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually, or more often if directed by the Board upon recommendation of the local health officer. In the case where TACMO has staff who handles food, each of those Employees shall annually cause to be on file with TACMO a certificate from the examining physician showing the Employee was examined and found free from active tuberculosis.

The tuberculosis examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing Employees shall be a reimbursable expense. Employees should follow TACMO's reimbursement procedures.

The County Health Department may provide skin testing to Employees at regular intervals at no cost to the Employee. The availability of this testing may be announced by TACMO.

POLICY CONCERNING VIOLENCE IN THE WORKPLACE

TACMO is committed to providing a safe, violence-free workplace and school, and strictly prohibits Employees, consultants, students, parents, contractors, visitors, or anyone else on TACMO premises or engaging in a TACMO-related activity from behaving in a violent or threatening manner.

TACMO seeks to prevent workplace violence before it begins, and reserves the right to deal with Employee behavior that suggests a propensity towards violence. TACMO believes that prevention of workplace violence begins with recognition and awareness of potential early warning signs, and has established procedures for responding to any situation that presents the possibility of violence.

Workplace Violence Defined

Workplace violence includes threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation, or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of TACMO property; defacing TACMO property or causing physical damage to the facilities; and, with the exception of security personnel, bringing weapons or firearms of any kind on TACMO premises, or while conducting TACMO business or acting in an official TACMO capacity.

Complaint Procedure and Investigation

If you observe or become aware of any of the above-listed actions or behavior by an Employee, consultant, student, parent, contractor, visitor, or anyone else, you must immediately notify your Principal or Superintendent. You should also notify the Principal or Superintendent if any restraining order is in effect, or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, TACMO will inform the reporting individual of the results of the investigation. To the extent feasible, TACMO will maintain the confidentiality of the reporting Employee. However, TACMO may need to disclose information in appropriate circumstances (for example, in order to protect individual safety). TACMO will not tolerate retaliation against any Employee who reports workplace violence.

If TACMO determines that workplace violence has occurred, TACMO will take appropriate corrective action and may impose discipline on offending Employees, up to and including termination.

OCCUPATIONAL SAFETY

TACMO is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. TACMO's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

INJURY AND ILLNESS PREVENTION PROGRAM

TACMO is committed to providing and maintaining a healthy and safe work environment for all Employees. Accordingly, TACMO has instituted an Injury and Illness Prevention Program (BP 12-019), designed to protect the health and safety of all personnel. The IIPP is available for review at the school office.

TACMO's injury and illness prevention program shall cover all Employees and all other workers whom TACMO controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own Employees on the job shall not be affected by TACMO's injury and illness prevention program.

WORKPLACE VIOLENCE PREVENTION PROGRAM

TACMO is committed to providing all employees with a safe and healthy work environment. Accordingly, TACMO has instituted an Workplace Violence Prevention Program (BP 24-002) as required by Labor Code § 6401.9, designed to protect the safety of all personnel. The WVPP is available for review at the school office. TACMO shall take appropriate actions to prevent acts of violence, threats, intimidation, and harassment from occurring on campus and during the performance of employees' job duties.

REPORTING FIRES AND EMERGENCIES

It is the duty of every Employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling the Principal. In addition, all employees should know the local emergency numbers, such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

PAYROLL DEDUCTIONS

As required by law, TACMO shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each Employee's pay as follows:

- Federal Income Tax Withholding: The amount varies with the number of exemptions the Employee claims and the gross pay amount.
- State Income Tax Withholding: The amount varies with the number of exemptions the Employee claims and the gross pay amount.
- Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of Employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
- State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the HR Director to explain them to you.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the Employee's W-4 form, which should be completed upon hire. It is the Employee's responsibility to report any changes in filing status to the HR Director. It is also the Employee's responsibility to fill out a new W-4 form if their filing status changes.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the HR Director. The TACMO office maintains a supply of these forms.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each Employee for use in the preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

OVERTIME

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. TACMO will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Principal. TACMO provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

PAY PERIODS

Employees are paid on the 15th and the last day of the month, except when those days fall on a holiday or a weekend, in which case Employees are paid on the prior work day. Employees may participate in an automatic payroll deposit program. Employee pay stubs will be mailed to the home or mailing address on file. Those Employees who do not enroll in the automatic payroll deposit program will have their paychecks mailed to the home or mailing address on file.

Certificated Teachers are paid on an 11 month schedule with summer holdback in July. All other salaried employees are paid on a 12 month schedule with each paycheck reflecting an amount equal to the salary divided by 12.

An Employee's paycheck will not be released to another person without the written authorization of the Employee.

You should promptly notify the Human Resources Director (TACMO office) if you have a question regarding the calculations of your paycheck or if you believe an error has been made; any corrections will be noted and will appear on the following payroll.

INITIAL SALARY PLACEMENT FOR NEWLY HIRED TEACHERS

In accordance with California Education Code §§ 45023 and 45028, The Academies CMO assigns initial salary placement for newly hired certificated teachers based on verified experience, credentialing, and academic coursework, as reflected in the board-approved salary schedule. Initial placement is determined using the following criteria:

1. Credential & Degree Status

Placement into the appropriate step and column is based on the teacher's credential type and status and the number of upper-division or graduate semester units earned after the conferral of a bachelor's degree.

2. Experience Credit

Teachers may be granted up to 11 years of prior full-time, credentialed teaching experience for placement on the salary schedule.

- Experience must be verifiable.
- Only service performed within the United States qualifies.
- The employee must have held a valid credential (Intern, Preliminary, or Clear) for each full year claimed.

3. Required Documentation

- Official transcripts from accredited institutions are required to validate unit completion and determine placement.
- Verification of prior teaching experience (via employment verification forms) must be received before final placement is confirmed.
- If official transcripts or verifications are delayed, initial placement may be temporary and subject to adjustment once documentation is received.

4. Part-Time Service Credit

Internal teachers in job-share roles at 50% FTE or more will accrue full years of service credit toward salary advancement.

SALARY ADVANCEMENT FOR PROFESSIONAL DEVELOPMENT COURSEWORK

In accordance with California Education Code §§ 45023 and 45168, The Academies CMO maintains a salary schedule for certificated staff, which may include advancement based on qualifying professional development coursework.

To be considered for class advancement on the Teacher Salary Schedule, the following guidelines apply:

1. Eligibility and Unit Limits

- A maximum of 15 college semester units may be granted per teacher for coursework labeled as *Professional Development* or *Graduate Level* from an accredited college or university.
- Courses must be directly related to the teacher's current assignment.

2. Required Preapproval Process

- Employees must submit course descriptions and unit details to the Human Resources (HR) Department prior to enrollment.
- If approved by HR, the recommendation will be reviewed by the Principal and Superintendent for final administrative approval.
(See *California Education Code § 45028: Equal pay for equal preparation and experience.*)

3. Timing of Salary Adjustment

- To be reflected in salary placement for the upcoming academic year, official transcripts must be received by August 1.
- Mid-year salary placement changes may be considered at the discretion of HR in rare circumstances.

4. No Retroactive Credit

Salary placement adjustments will not be granted retroactively for coursework completed in prior years without prior HR and administrative approval.

WAGE ATTACHMENTS AND GARNISHMENTS

Under normal circumstances, TACMO will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments.

STAFF BENEFITS

In addition to providing the benefits described in this Handbook, TACMO provides other benefits required by law. TACMO reserves the right to eliminate or modify its benefits policies at any time to the full extent legally permissible. If you have any questions regarding these policies and/or eligibility please contact the Board Chairperson, Superintendent or Principal. TACMO will provide benefits to eligible Employees in accordance with the terms of each relevant benefits plan.

HEALTH CARE BENEFITS

TACMO offers medical, dental, vision, and life (collectively, "health care") insurance plan benefits to full-time Employees who meet the requirements of the health care plans offered by TACMO. Benefits will be effective on the 1st of the month following a 60-day waiting period. Employer and Employee contributions to benefits premiums are determined annually with the Salary Schedule and approved by the TACMO Board.

Part-time and temporary Employees are eligible to enroll in any of TACMO's health care plans when their weekly schedule is 29 hours or greater per week of employment with TACMO. Part-time or temporary Employees who opt for benefits coverage under this provision do so at Employee's sole expense.

TACMO reserves the right to eliminate or modify its health care plans at any time to the full extent legally permissible. Please see the HR Director for full details of our benefits plans.

COBRA BENEFITS

Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This 18-month period may be extended an additional 11 months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This 18-month period also may be extended if other events (such as a divorce or death) occur during the 18-month period.

Your spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated;
- You become eligible for Medicare coverage, but your spouse has not yet reach age 65; or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

TACMO will notify you or your dependents if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within 30 days of the event. TACMO will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- TACMO stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

RETIREMENT PLAN

Certificated staff working more than ten (10) hours per week are eligible for STRS contributions from TACMO. Classified staff have a Social Security payroll deduction. Additionally, all staff have the option to participate in a 403b plan. There is a 3% Employer match to contributions for Classified full-time hourly staff. There is an Employer match to contributions for Classified full-time salary Management staff that is equal to the STRS employer match percentage. Please contact the HR Director for more information.

PERSONNEL EVALUATION AND RECORD KEEPING

EMPLOYEE REVIEWS AND EVALUATIONS

Each employee will receive periodic performance reviews conducted by their direct supervisor. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. Performance evaluations are provided for the benefit of the Employee, but do not limit or alter the at-will nature of the employment relationship. A positive/satisfactory performance review neither suggests nor promises continued employment.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance or renewal of your At-Will Employment Agreement. Favorable performance evaluations do not guarantee continued employment or increases in salary or promotions. Salary increases and promotions are solely within the discretion of the organization and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with the supervisor, and that you are aware of its contents.

Newly hired employees will have their performance goals reviewed by their direct supervisor within the first ninety (90) days of employment.

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

At the time of your employment, a personnel file is established for you. Please keep the HR Director advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a TACMO HR representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. TACMO will restrict disclosure of your personnel file to authorized individuals within the organization. A request for information contained in the personnel file must be directed to the TACMO Superintendent or HR Director. Only the Superintendent or HR Director (or designee) is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the organization will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

HOLIDAYS AND LEAVES

TACMO, at its sole discretion, **may revise** the holiday schedule at any time, with or without notice. Part-time, **Short-Term**, or Temporary Employees are not eligible for paid holidays.

HOLIDAYS – ALL FULL-TIME EMPLOYEES

The following paid holidays apply to full-time **12-month** employees. **Some holidays also apply to full-time 11-month employees, as noted below.**

The 11-month vs. 12-month designation for each position is outlined in the TACMO Salary Schedules associated with that role.

- Labor Day
- Indigenous People's Day
- Veteran's Day
- Thanksgiving Day
- Christmas Day
- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Juneteenth Day*
- Independence Day (aka "July 4th")*

****Juneteenth and Independence Day apply only to 12-Month Full-time Certificated Management, Full-Time Classified Management and Full-Time Classified Hourly Staff.***

HOLIDAYS – FULL-TIME CERTIFICATED TEACHERS, INSTRUCTIONAL COACHES, SCHOOL PSYCHOLOGISTS, SPEECH PATHOLOGISTS, AND SOCIAL WORKERS

In addition to the holidays ~~provided to full-time employees~~ **listed above**, **11-Month** Full-Time Certificated Staff are eligible for the following paid holiday breaks during the **2025-2026** academic year, ~~all of which are tied to the paid holidays above:~~ **These breaks align with the paid holidays listed above:**

- Fall Break (**November 24-28, 2025**)
- Winter Break (**December 22, 2025-January 9, 2026**)
- Spring Break (**March 30, 2026-April 6, 2026**)

Note: Summer Break, including Juneteenth Day and Independence Day, is not considered paid time off or a paid holiday for certificated staff. ~~The duration of time the certificated staff are on Summer Break for~~ **2026 runs from June 8-August 3, 2026.**

HOLIDAYS – FULL-TIME HOURLY CLASSIFIED OFFICE AND ADMINISTRATIVE STAFF

In addition to the holidays ~~provided to full-time employees~~ **listed above**, **12-Month** Full-Time Hourly Classified Office and Administrative Staff take the following unpaid holiday breaks during the **2025-2026** academic year:

- Fall Break (**November 24-28, 2025**)
- Winter Break (**December 22, 2025-January 9, 2026**)
- Spring Break (**March 30, 2026-April 6, 2026**)

Note: Summer Break, including Juneteenth and Independence Day, is considered paid time off or a paid holiday for **12-month** full-time hourly office and administrative staff. **Individual Summer Break schedules are as follows:**

- Summer Break for Administrative Manager (**June 5-19, 2026**)
- Summer Break for CMO Office Assistant (**July 1-15, 2025**)

- Summer Break for School Site Office Assistant (**July 1-15, 2025**) – *School offices are closed to the public during this time.*

HOLIDAYS – FULL-TIME HOURLY CUSTODIAL STAFF

In addition to the holidays ~~provided to full-time employees~~ listed above, **12-Month** Full-Time Hourly Custodial Staff take the following paid holiday break during the **2025-2026** academic year:

- Winter Break (**December 24, 2025-January 1, 2026**)

HOLIDAYS – FULL-TIME HOURLY CLASSIFIED AFTER SCHOOL PROGRAM STAFF

In addition to the holidays ~~provided to full-time employees~~ listed above, **12-Month** Full-Time Hourly Classified After School Program Staff take the following unpaid holiday breaks during the **2025-2026** academic year:

- Fall Break (**November 24-28, 2025**)
- Winter Break (**December 22, 2025-January 9, 2026**)
- Spring Break (**March 30, 2026-April 6, 2026**)

HOLIDAYS – FULL-TIME HOURLY CLASSIFIED HEALTH OFFICE STAFF

In addition to the holidays ~~provided to full-time employees~~ listed above, **11-Month** Full-Time Hourly Classified Health Office Staff take the following unpaid holiday breaks during the **2025-2026** academic year:

- Fall Break (**November 24-28, 2025**)
- Winter Break (**December 22, 2025-January 9, 2026**)
- Spring Break (**March 30, 2026-April 6, 2026**)
- Summer Break (**June 11-July 28, 2026**)

Note: Summer Break, including Juneteenth Day and Independence Day, is not considered paid time off or a paid holiday for classified health office staff.

HOLIDAYS – FULL-TIME SUPERINTENDENT, PRINCIPAL AND VICE PRINCIPAL

In addition to the holidays ~~provided to full-time employees~~ listed above, the Full-Time Superintendent, Principal and Vice Principal are eligible for the following paid holiday breaks for the **2025-2026** academic year, ~~all of which are tied to the paid holidays above.~~ **These breaks align with the listed holidays,** including Juneteenth Day and Independence Day holidays, and/or school closures:

- Fall Break (**November 24-28, 2025**)
- Winter Break (**December 22, 2025-January 9, 2026**)
- Spring Break (**March 30, 2026-April 6, 2026**)

HOLIDAYS – FULL-TIME HUMAN RESOURCES DIRECTOR AND OPERATIONS DIRECTOR

In addition to the holidays ~~provided to full-time employees~~ listed above, Full-Time Human Resources Director, Operations Director, and Director of Special Education are eligible for the following paid holiday breaks for the **2025-2026** academic year, ~~all of which are tied to the paid holidays above.~~ **These breaks align with the listed holidays,** including Juneteenth Day and Independence Day holidays, and/or school closures:

- Fall Break (**November 24-28, 2025**)

- Winter Break (December 22, 2025-January 9, 2026)
- Spring Break (March 30, 2026-April 6, 2026)

Note: Exempt Employees understand that, from time to time, the duties of their job may require unanticipated time at work during non-working days and/or hours.

NOTICE: An Employee's eligibility for payment of any of the dates listed above is conditioned upon the occurrence of the holiday(s) and its occurrence on a regular workday; it is likewise conditioned upon the Employee being employed by TACMO on the date the holiday occurs. TACMO does not provide, and no Employee has any right to any form of vacation, paid time off, or similar benefit. TACMO Employees have no right to vested benefits of any kind, as any and all benefits are subject to change at any time by TACMO. Employees are paid only for actual hours worked and for any holidays in which they are eligible. Should an employee leave TACMO's employment prior to any scheduled holiday, he/she has no right, benefit, or interest in being paid for any holiday that occurs after his or her employment terminates. Please refer to your At-Will Employment Agreement, which states: "Upon termination of this Agreement, TACMO will pay Employee the compensation earned for work performed, and not yet paid, up to and including the effective date of termination." (Section C.)

UNPAID LEAVE OF ABSENCE

TACMO recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School. The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period. Employees requesting such leave must use the School's absence management system to make such a request.

If you are currently covered, medical, and dental coverage will remain in force during a family/medical or workers' compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. Benefits are terminated the day any other type of leave begins

PAID SICK LEAVE

Sick leave is a benefit provided by TACMO for all Employees, as required by law. Since the absence of one Employee negatively affects the entire staff, sick days should be requested only when necessary, with as much advance notice as possible. TACMO will not tolerate abuse or misuse of your sick leave benefit.

Sick leave is intended to be used only when ~~actually~~ required to recover from illness or injury; ~~sick leave~~ it is not ~~for "personal"~~ intended for personal absences. Time off for medical and dental appointments is treated as sick leave.

Sick leave ~~is leave from duty which~~ may be granted by the School to an Employee for the following reasons:

- Diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee;
- Diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee's family member (defined as parent, child, spouse, registered domestic partner, parent-in-law, sibling, grandchild, or grandparent); or
- For an employee who is a victim of domestic violence, sexual assault, or stalking, the purposes ~~as~~ described in Labor Code section 230(c) and Labor Code section 230.1(a).

TACMO complies with California's Kin Care Law (Labor Code § 233), which requires that employees be allowed to use at least half of their annual sick leave to care for a family member. TACMO allows employees to use all of their accrued sick leave, if needed, for their own illness or the care of a family member.

Part-time Employees ~~have~~ receive five (5) annual sick days, or 40 hours, whichever is ~~higher~~ greater. For purposes of this policy only, a year runs July 1 to June 30. Sick leave does not carry over from school year to school year. TACMO does not pay Employees in lieu of unused sick leave, nor is sick leave paid out upon ~~termination of~~ separation from employment.

Full-time hourly Employees ~~have~~ receive ten (10) annual sick days, or 80 hours ~~(the equivalent of 10 full days) of annual sick leave~~, whichever is greater. For purposes of this policy only, the year runs July 1 to June 30. Sick leave ~~can~~ may carry over from school year to school year. TACMO does not pay Employees in lieu of unused sick leave, nor is sick leave paid out upon ~~termination of~~ separation from employment. TACMO participates in sick leave rollover from ~~the~~ most recent prior district upon hire.

Full-time salary Employees ~~have~~ receive ten (10) annual sick leave days (equivalent to 80 hours). For purposes of this policy only, the year runs July 1 to June 30. Sick leave can carry over from school year to school year. TACMO does not pay Employees in lieu of unused sick leave, nor is sick leave paid out upon termination of employment. TACMO participates in sick leave rollover from most recent prior district upon hire.

~~If there is evidence of misuse of sick leave, paid sick leave will not be provided. If you are absent more than 4 days within 4 weeks due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work will be required before TACMO honors the sick leave request. TACMO reserves the right to require an Employee using sick leave to furnish a doctor's statement to the HR Director and your direct supervisor, regardless of the length of the sick leave. Employees using more than three consecutive days of sick leave must furnish a statement from their doctor. Sick leave may not be used for "personal" time off.~~

If there is evidence of misuse of sick leave, paid sick leave will not be provided. If you are absent for more than three (3) consecutive workdays due to illness, TACMO may require reasonable documentation from your medical provider supporting your need for leave and/or confirming your fitness to return to work. This aligns with applicable California law. TACMO also reserves the right to request a doctor's note in cases of suspected abuse of sick leave, even for shorter absences, but such requests will be made in a reasonable, non-discriminatory manner.

Sick leave may not be used for "personal" time off.

Once an Employee has exhausted sick leave, the Employee may continue on unpaid medical leave if eligible under applicable medical leave law, and if the Employee's supervisor has determined that such an extended leave of absence does not interfere with the efficient operations of TACMO. An Employee may not draw on future, unearned benefits.

PROCESS FOR REQUESTING SICK DAYS

All requests for Sick Days must be approved by the Employee's supervisor. Employees utilizing such leave must use the organization's time management system before the leave begins.

Please provide as much advance notice as possible. When giving advance notice, a leave request through the time management system is required. In emergency situations, be sure to notify the Principal/Supervisor by 6:15 AM the day of the absence by phone/text after the leave request has been submitted in the absence management system. It is always the Employee's responsibility

to ensure that the notice was received by the Principal/Supervisor. Employees should seek verbal or written confirmation that the notice was received and should continue to make communication attempts until confirmation is achieved.

Unless the situation is an emergency, teachers must submit lesson plans to the School Office prior to the absence. To support instruction in the event of an unforeseen absence, all teachers must submit one emergency lesson plan to the Principal at the beginning of the school year, by the deadline indicated in the site Master Calendar. This plan will be kept on file and must be replaced after use.

SICK LEAVE DONATION

TACMO offers a Sick Leave Donation option for employees to donate unused sick leave hours to another employee who has exhausted their allotment of sick leave hours and is in need of additional sick leave for a medical reason. Medical note is required from the recipient employee. Human Resources (HR Director) is responsible for deducting the donated hours from the donating employee's sick leave balance and transferring it to the recipient employee's sick leave balance. All sick leave is transferred in hours, not days. For Salary & Full-Time Employees, one (1) day of sick leave is equivalent to 8 hours.

LEAVES OF ABSENCE

TACMO provides other leaves of absences required by law. TACMO reserves the right to eliminate or modify its leave of absence policies at any time in accordance with all applicable laws. If you have any questions regarding these policies and/or eligibility please contact the HR Director, Superintendent or Board Chairperson.

PAID PERSONAL LEAVE

Part-time Employees are not eligible for Paid Personal Leave.

Full-time hourly Employees have two (2) or more¹ annual personal leave days. For purposes of this policy only, a year runs July 1 to June 30. Personal leave does not carry over from school year to school year as personal leave but can carry over into the employee's sick leave balance. TACMO does not pay Employees in lieu of unused personal leave, nor is personal leave paid out upon termination of employment.

Full-time salary Employees have two (2) annual personal leave days. For purposes of this policy only, a year runs July 1 to June 30. Personal leave does not carry over from school year to school year as personal leave but can carry over into the employee's sick leave balance. TACMO does not pay Employees in lieu of unused personal leave, nor is personal leave paid out upon termination of employment.

¹ Some 12-month, full-time hourly Employees have additional paid personal leave days per the Work Calendar for their role.

FAMILY CARE AND MEDICAL LEAVE

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to 12 workweeks (or 26 workweeks where indicated) of FMLA leave in any 12-month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the School for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

- Events That May Entitle an Employee To FMLA Leave

The 12-week (or 26-week where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of 12 weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
5. To provide care to a covered service member (U.S. Armed Services) with a serious injury or illness who is the spouse, son, daughter, parent, or next of kin of the employee. The employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
6. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

- Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one or more periods, but may not exceed twelve (12) workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
2. An employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces member shall be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the Armed Forced member.
3. The "12 month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Thanksgiving, Winter Holiday, Spring Holiday, or Summer Holiday, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement.
- Pay during FMLA Leave
 1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period.
 2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
 3. If an employee has exhausted his or her sick leave, leave taken under FMLA shall be unpaid.
 4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.
 - Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

School may recover the health benefit costs paid on behalf of an employee during their FMLA leave if:

 1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
 2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.
 - Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.
 - Medical Certifications

1. An employee requesting FMLA leave because of their own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in denial of the leave request until such certification is provided.
 2. The School may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.
 3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
 4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider, or at other reasonable intervals as allowed by law. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA Leave
 1. An employee should request FMLA leave by submitting a leave request in the absence management system and submitting it to the Principal. An employee asking for FMLA will be given a copy of the School's then-current FMLA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. In most situations, the School will respond to an FMLA leave request within two (2) days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within five (5) business days of receiving the request, absent extenuating circumstances. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
 1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
 2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
 3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
 4. If an employee can return to work with limitations, the School will evaluate those limitations and, if reasonable, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
 - Limitations on Reinstatement
 1. School may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
 2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.
 - Employment during Leave

An employee on FMLA leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment at the School.

PREGNANCY DISABILITY LEAVE

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- **Pay during Pregnancy Disability Leave**

1. An employee on pregnancy disability leave must first use any unused paid sick leave at the beginning of any otherwise unpaid leave period.
2. The receipt of sick leave pay or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- **Health Benefits**

TACMO shall provide continued health insurance coverage while an employee is on a PDL leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a 12-month period. TACMO can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking CFRA leave
 - The continuation, recurrence or onset of a health condition entitles the employee to CFRA leave or other circumstance beyond the employee's control.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request Pregnancy Disability Leave by submitting a leave request in the absence management system and submitting it to the Principal. An employee asking for Pregnancy Disability Leave will be referred to the School's then current Pregnancy Disability Leave policy.
2. Employee should provide not less than thirty (30) days, or should provide or much notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, or unless filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
 2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
 3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
 4. If the employee can return to work with limitations, the School will evaluate those limitations and, if reasonable, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- Employment during Leave

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment.

WORKERS' COMPENSATION

TACMO, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any workers' compensation benefits to which you may be entitled, you are required to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal prior to the end of your shift under all circumstances doing so is reasonably practical; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. TACMO, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier (HR Director). Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

MILITARY AND MILITARY SPOUSAL LEAVE OF ABSENCE

TACMO shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA.

TACMO will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

TACMO shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

BEREAVEMENT LEAVE

Full-time Employees who have worked at TACMO for at least thirty (30) days will be allowed up to five (5) working days of paid bereavement leave to be taken within three (3) months after the death of an immediate family member. For purposes of this policy, the following people qualify as an “immediate family member”: Employee’s spouse, Employee’s domestic partner, Employee’s child (*biological, adopted, foster, step, legal ward, child of domestic partner, or reproductive loss*), Employee’s parent (*biological, adopted, foster, step, in-law, or parent of domestic partner*), Employee’s sibling, Employee’s grandparent, and Employee’s grandchild.

Full-time Employees who have worked at TACMO for at least thirty (30) days will be allowed up to two (2) consecutive days of paid bereavement leave per rolling twelve (12) month period for the death of a non-immediate family member. For purposes of this policy, the following people qualify as a “non-immediate family member”: aunts, uncles, cousins, and spouse’s or domestic partner’s siblings, aunts, uncles, and cousins.

Part-time Employees who have worked at TACMO for at least thirty (30) days will be allowed up to five (5) working days of unpaid bereavement leave to be taken within three (3) months after the death of an immediate family member. For purposes of this policy, the following people qualify as an “immediate family member”: Employee’s spouse, Employee’s domestic partner, Employee’s child (*biological, adopted, foster, step, legal ward, child of domestic partner, or reproductive loss*), Employee’s parent (*biological, adopted, foster, step, in-law, or parent of domestic partner*), Employee’s sibling, Employee’s grandparent, and Employee’s grandchild.

Part-time Employees who have worked at TACMO for at least thirty (30) days will be allowed up to two (2) consecutive days of unpaid bereavement leave per rolling twelve (12) month period for the death of a non-immediate family member. For purposes of this policy, the following people qualify as a “non-immediate family member”: aunts, uncles, cousins, and spouse’s or domestic partner’s siblings, aunts, uncles, and cousins.

TACMO may, at its discretion, approve additional unpaid time off for bereavement leave.

TACMO may, at its discretion, request documentation of the death be provided by the Employee within 30 days of the first day of the bereavement leave. This documentation may be in the form of a death certificate, obituary, or written verification of death, burial, or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution, or government agency. TACMO must keep this documentation confidential and will not disclose it except as necessary to internal personnel or counsel, or if required by law.

Employees are not entitled to any unused bereavement leave upon separation of employment.

JURY DUTY LEAVE

Full-time Employees will be granted paid time off for jury duty for up to ten (10) working days per rolling twelve (12) month period. Any time beyond ten (10) days necessary to complete jury duty will be without pay for those Employees receiving paid jury duty for the first ten (10) days.

Part-time and temporary Employees are not eligible for paid jury duty leave and will receive time off without pay for the entire duration of the jury duty.

You should inform the Principal and HR Director of your need for jury duty leave as soon as you receive the summons or subpoena to appear. To request time off, please submit a copy of the court summons to the Principal and HR Director.

WITNESS DUTY LEAVE

TACMO will provide Employees with time off to appear in court or other judicial proceedings as a witness to comply with a valid subpoena or other court order. Leave under this section will be unpaid unless your court appearance directly relates to your employment at TACMO.

You should inform the Principal and HR Director of your need for witness duty leave as soon as you receive the subpoena or court order. To request time off, please submit a copy of the subpoena or court order to the Principal and HR Director.

TIME OFF TO VOTE

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Principal and HR Director at least two (2) days' notice.

DOMESTIC VIOLENCE AND/OR SEXUAL ASSAULT LEAVE

TACMO will provide time off to an Employee who has been the victim of domestic violence or sexual assault to seek any relief to ensure the health, safety, or welfare of the domestic violence or sexual assault victim or the victim's child. This includes time off for court proceedings; services from a domestic violence shelter, program or rape crisis center; counseling; medical attention; and participation in safety planning programs. TACMO requests reasonable advance notice of the need for the leave if feasible. Leave taken under this policy is unpaid.

CRIME VICTIMS LEAVE

Per CA Labor Code, Sections 230 and 230.1

TACMO provides job-protected leave to eligible employees who are victims of a crime or whose immediate family member is a crime victim. This leave may be used to attend judicial proceedings or to seek medical attention, psychological counseling, safety planning, or victim services.

Eligibility

Employees may be eligible for leave if they are:

- A victim of a felony, domestic violence, sexual assault, or stalking
- A victim of another serious or violent crime
- The immediate family member of a crime victim (including a spouse, child, registered domestic partner, sibling, parent, stepparent, or grandparent)

Duration of Leave:

- If the employee is the victim, they may take up to 12 workweeks of unpaid, job-protected leave per 12-month period.
- If the employee's family member is the victim, they may take up to 10 days of leave per 12-month period for general purposes.
- If the leave is needed specifically to relocate or enroll a child in a new school or childcare, the employee may take up to 5 days of leave per 12-month period.

Compensation

Leave under this policy is generally unpaid, unless the employee elects to use available sick or personal leave during this time.

Notice and Documentation

Employees should provide reasonable advance notice whenever possible. If advance notice is not feasible (e.g., in an emergency), documentation may be submitted after returning to work. Acceptable documentation includes:

- A police report
- A court order, subpoena, or court hearing notice
- Documentation from a healthcare provider, counselor, or victim services advocate

Confidentiality

TACMO will maintain the confidentiality of any employee requesting leave under this policy. All records and documentation will be treated as confidential and will not be disclosed except as required by law or with the employee's written authorization.

Protection from Retaliation

TACMO strictly prohibits retaliation against employees for requesting or taking leave under this policy.

SCHOOL APPEARANCES LEAVE

Per CA Labor Code, Section 230.7(a)(b)

TACMO will provide unpaid time off to an Employee for the need to appear at child's school in connection with disciplinary action by the school. The Education Code allows school districts to adopt policies requiring that parents or guardians attend class with their student after the student returns to school from a suspension. All employers, regardless of size, are prohibited from discriminating against an employee who takes time off to appear at his/her child's school in connection with a suspension from a class or school. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee to the Principal and HR Director.

SCHOOL ACTIVITIES LEAVE

As required by law, TACMO will permit an employee who is a parent or guardian of school children, from kindergarten through grade twelve (12), or a child in a licensed day-care facility, up to forty (40) hours of unpaid time off per child per school year (*up to eight (8) hours in any calendar month of the school year*) to participate in activities of a child's school. If more than one parent or guardian is an employee of TACMO, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance. Required attendance would be considered paid time.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use personal day(s) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

BONE MARROW AND ORGAN DONOR LEAVE

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a 12-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) weeks' worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

DISCRETIONARY LEAVE

Part-time and Full-Time Hourly Employees are not eligible for Discretionary Leave.

Full-time Salary Employees requesting Discretionary Leave may do so if the time requested will be less than 2 hours and there is no substitute needed. Employees requesting Discretionary Leave must use the School's absence management system to make such a request and acquire Principal approval at least 24 hours in advance.

RETURNING FROM LEAVE OF ABSENCE

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An Employee should give the Principal and HR Director thirty (30) days' notice before returning from leave, or with as much notice possible. Whenever the School is notified of an Employee's intent to return from a leave, the School will attempt to place the Employee in his or her former position or in a comparable position with regard to salary and other terms and conditions for which the Employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the HR Director.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

JOB PERFORMANCE GUIDELINES

Employees are expected to observe certain standards of job performance and good conduct. The rules set forth below are intended to provide Employees with some guidelines regarding expected conduct and performance and do not affect the at-will nature of the employment. The following list is intended to set out limited examples and is not intended to be exhaustive. Employees should be aware that conduct not specifically listed below also might result in disciplinary action up to and including termination.

Employees may be disciplined (including but not limited to receipt of verbal warnings, receipt of written warnings, or suspensions) and/or terminated for poor job performance or misconduct, including but not limited to the following:

1. Failure to meet performance standards;
2. Inability or failure to appropriately instruct or associate with students;
3. Dishonesty;
4. Insubordination;
5. Falsifying, tampering, or concealing information on an employment record (including a resume or time sheet) or other TACMO record;
6. Willfully, maliciously or negligently making false statements regarding any co-worker or TACMO, making threats or using abusive or otherwise inappropriate language toward fellow Employees, students, parents, or visitors;
7. Theft or the deliberate or careless damage or destruction of TACMO property, or the property of TACMO's Employees, students or anyone on TACMO property; or unauthorized removal of TACMO property, records, or documents;
8. Unauthorized use, possession, alteration or transfer of TACMO supplies or resources;
9. Refusal/failure to comply with any federal or state regulation or law; refusal/failure to comply with any TACMO rule, policy or procedure, including but not limited to safety, health, and security policies and rules, TACMO's Policy Against Harassment, TACMO's Policy Concerning Violence In The Workplace and TACMO's Alcohol, Tobacco, and Drug Free Workplace Policy;
10. Failure to obtain or adequately maintain proper certifications and/or licenses;
11. Behavior, conduct or inaction leading to the endangerment or harm of a child or children, whether physical, emotional, or mental; behavior, conduct or inaction which *could* have led to the endangerment or harm of a child or children, whether physical, emotional, or mental;
12. Excessive absenteeism or tardiness, unreliable attendance or punctuality;
13. Misrepresentation of information in connection with any leave of absence from work or application for or use of TACMO benefit;
14. Knowingly permitting unauthorized persons to be in school facilities or on school property;
15. Failure to return to work upon expiration of authorized leave;
16. Engaging in any type of criminal conduct;
17. Any act or omissions which cause TACMO to be unable to invest the amount of trust or confidence required to continue employment;
18. Failure to comply with the terms of the At-Will Employment Agreement.

OFF-DUTY CONDUCT

While the School does not seek to interfere with the off-duty and personal conduct of its Employees, certain types of off-duty conduct may interfere with the organization's legitimate business interests. For this reason, Employees are expected to conduct their personal affairs in

a manner that does not adversely affect the organization's own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an Employee that adversely affects the organization's legitimate business interests or the Employee's ability to perform his or her work will not be tolerated.

While employed by the School, Employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. As such, TACMO considers itself the primary employer of its Employees. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an Employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the Employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the Employee's work performance with our School.
- Additional employment that requires the Employee to conduct work or related activities on the School's property during the Employee's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. TACMO shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

TERMINATION OF EMPLOYMENT

Should it become necessary for you to terminate your at-will employment with the TACMO, please notify the Principal or your direct supervisor and the HR Director regarding your intention as far in advance as possible.

When you terminate your at-will employment, if you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

VOLUNTARY TERMINATION

TACMO will consider Employees to have voluntarily terminated employment if they resign from TACMO, fail to return from an approved leave of absence on a specified date, or fail to report to work or call in for at least three (3) or more consecutive workdays.

ADVANCE NOTICE OF RESIGNATION

Employees planning to resign from their positions are requested to provide written notice of resignation to their direct supervisors at least two (2) weeks in advance of their anticipated departure date. Ideally, teachers and school staff should notify the Principal and HR Director as soon as possible, and by the end of the school year and before the start of the next school year. This helps TACMO because it allows TACMO time to recruit and find quality staff to fill the vacancy, and also to train and prepare the new hire for the unique environment of our school. While advance notice is requested, it is not required by the At-Will Employment Agreement.

INTERNAL COMPLAINT POLICY

OPEN DOOR POLICY

TACMO wishes to provide the most positive and productive work environment possible. To that end, it has an open-door policy where it welcomes Employees' questions, suggestions or complaints relating to their job, conditions of employment, the functioning of TACMO, or the treatment individual staff members are receiving. Please contact the Principal with any questions or concerns. If an Employee believes a situation is not resolved to their satisfaction, the Employee should contact the Superintendent, preferably in writing, who will further investigate the issue.

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

INTERNAL COMPLAINTS

(Complaints by Employees Against Employees)

This section of the policy is for use when a School Employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent, Principal or designee:

1. The complainant will bring the matter to the attention of the Principal or Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent, Principal or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal or Superintendent, the complainant may file his or her complaint in a signed writing to the Chairperson of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board Chairperson or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

POLICY FOR COMPLAINTS AGAINST EMPLOYEES

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School Employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal, Superintendent or Board Chairperson (if the complaint concerns the Principal or Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Superintendent, Principal (or designee) shall abide by the following process:

1. The Superintendent, Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Superintendent, Principal or designee finds that a complaint against an Employee is valid, the Superintendent, Principal or designee may take appropriate disciplinary action against the Employee. As appropriate, the Superintendent, Principal or designee may also simply counsel/reprimand Employees as to their conduct without initiating formal disciplinary measures.
3. The Superintendent's, Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School.
4. The decision of the Board of Directors shall be final.

GENERAL REQUIREMENTS

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

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board (if a complaint is about the Principal or Superintendent), the Superintendent, the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

APPENDIX A
HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

The following is TACMO's Board Policy 13-001

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Academies Charter Management Organization ("TACMO") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, TACMO will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. TACMO school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom TACMO does business, and all acts of TACMO's Board of Directors ("Board") in enacting policies and procedures that govern TACMO.⁵

TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

⁵ This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "BP 13-001 Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

I hereby authorize TACMO to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by TACMO:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Page 2 of 2

APPENDIX B
COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize The Academies Charter Management Organization to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by TACMO:

Received by: _____

Date: _____

**ACKNOWLEDGEMENT OF THE TERMS OF
THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION'S (TACMO)
STAFF/STUDENT INTERACTION POLICY**

I, _____, have read and understand the Staff/Student Interaction Policy and agree to the terms and conditions that are set out in the Policy.

TACMO Staff Signature

Staff's Printed Name

Date

PLEASE DETACH AND RETURN THIS ACKNOWLEDGEMENT TO THE HR DIRECTOR.

THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION (TACMO)
HARASSMENT DISCRIMINATION AND RETALIATION PREVENTION POLICY

I have read the TACMO's Harassment, Discrimination and Retaliation Prevention policy. I understand that TACMO is committed to providing a work environment which is free from harassment, discrimination and retaliation. My signature certifies that I understand and must conform to and abide by the rules and requirements described in this policy.

Employee's Printed Name: _____

Employee's Signature: _____

Date: _____

THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION (TACMO)
INTERNAL COMPLAINT PROCESS AND WHISTLEBLOWER POLICY

I have read the Internal Complaint Process and Whistleblower Policy. I understand it is my responsibility for reporting any action or suspected action that is illegal, unethical or violates any adopted policy of TACMO, or local rule or regulation. My signature certifies that I understand the Internal Complaint Process and Whistleblower Policy.

Employee's Printed Name: _____

Employee's Signature: _____

Date: _____

PLEASE DETACH & RETURN THIS ACKNOWLEDGEMENT TO THE HR DIRECTOR.

THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION (TACMO)
EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

I acknowledge that I have been given access digitally to the TACMO Employee Handbook. I understand that I am responsible for reading the Handbook and for knowing and complying with the policies set forth in the Handbook as may be revised from time to time during my employment with TACMO. I understand that failure to comply with TACMO's rules and regulations may result in disciplinary action, up to and including termination.

I understand and agree I am employed by TACMO on an at-will basis, which means that my employment is for no definite period and may be terminated by me or by TACMO at any time and for any reason, with or without cause or advance notice. I also understand that TACMO may demote or discipline me or otherwise alter the terms of my employment at any time at its discretion, with or without cause or advance notice. Such action in no way effects my status as an at-will employee.

I understand that the policies contained in this Handbook are guidelines only and, with the exception of the at-will policy, are not intended to create any contractual rights or obligations. I also understand that in order to retain the necessary flexibility in the administration of policies and procedures, with the exception of the at-will policy, TACMO reserves the right to change, revise, supplement or rescind the provisions of this Handbook and the policies or procedures on which they were based, at any time in its sole and unreviewable discretion.

I understand that this Acknowledgment contains a full and complete statement of the agreements and understandings that it recites and I agree that no one has made any promises or commitments to me contrary to the foregoing.

Employee's Printed Name: _____

Employee's Signature: _____

Date: _____

THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION (TACMO)
EMPLOYEE HANDBOOK PRINTED COPY REQUEST

- ☐ I would like to request a printed copy of the Handbook.
- ☐ I would NOT like to request a printed copy of the Handbook. The digital version is enough.

Employee's Printed Name: _____

Employee's Signature: _____

Date: _____

cc: Personnel File

PLEASE DETACH & RETURN THIS ACKNOWLEDGEMENT TO THE HR DIRECTOR.

THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION (TACMO)
CONFIDENTIALITY AGREEMENT

During employment, Employees may have access to and/or become aware of information of a confidential, proprietary, or private nature ("Confidential Information"). For purposes of this policy, "Confidential Information" includes but is not limited to: information and data relating to TACMO students; non-public information data relating to donors, donor prospects, and donations; non-public TACMO budget or financial information; and payroll and personnel information relating to current or former Employees.

At all times during and after employment with TACMO, Employees are required to hold all Confidential Information in trust and keep Confidential Information confidential. During employment with TACMO, Employees may use Confidential Information or disclose Confidential Information to a third party only: (1) as reasonably required in the course of employment with TACMO; (2) as permitted with the prior written consent of TACMO; or (3) as may otherwise be required by law. Employees should act responsibly with respect to materials containing Confidential Information, and, if disposing of materials containing Confidential Information, must do so properly and completely.

Employees who are in doubt about whether information should be disclosed or used should discuss the situation with the Principal, Superintendent or the Board Chairperson before disclosing or using the information.

Employees' obligations under this Confidentiality of Information policy remain in effect even after their employment relationships with TACMO ends. After separation of employment, Employees may not use or disclose Confidential Information to any third party unless required to do so by law. Upon separation of employment, Employees must immediately return to TACMO any and all computers, documents, computer or electronic files, cellular phones, print-outs, copies, or other information containing Confidential Information in their possession, custody or control. If the Employees are requested to disclose Confidential Information to a third party in a subpoena or similar type of request, Employees shall give TACMO notice of such request as soon as is reasonably possible.

By signing this agreement, I acknowledge and agree that the Confidentiality Agreement is a material condition of my employment with TACMO. Furthermore, I acknowledge that nothing contained herein shall limit or otherwise alter the fact that my employment and the terms thereof can be terminated, with or without cause, and with or without notice, at any time, at my option or at the option of TACMO.

Employee's Signature: _____

Date: _____

Employee's Printed Name: _____

cc: Personnel File

PLEASE DETACH & RETURN THIS ACKNOWLEDGEMENT TO THE HR DIRECTOR.

The Academies Charter Management Organization

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of The Academies Charter Management Organization (“TACMO”) to address sex discrimination, including but not limited to sexual harassment, occurring within TACMO’s education program or activity.

TACMO does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹

This Policy applies to conduct occurring in TACMO’s education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom TACMO does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the TACMO Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by TACMO.

Prohibited Sexual Harassment

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of TACMO conditioning the provision of an aid, benefit, or service of TACMO on an individual’s participation in unwelcome sexual conduct;

¹ TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to TACMO's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through TACMO.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in TACMO's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that TACMO investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in TACMO's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to TACMO's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or TACMO's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of TACMO ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

~~Donya Ball, Ed.D.~~ Karin Aure
Superintendent
PO Box 1189, Visalia, CA 93279
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(559) 429-4351

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Shauna Dolin
Human Resources Director
PO Box 1189, Visalia, CA 93279
sdolin@theacademiescharters.org
(559) 429-4351

The Coordinator is responsible for coordinating TACMO's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to TACMO, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within TACMO's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. TACMO will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

TACMO will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

TACMO's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in TACMO's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the

availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. TACMO will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair TACMO's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

TACMO has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with TACMO's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

TACMO requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by TACMO to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

TACMO will treat complainants and respondents equitably. TACMO presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

TACMO may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

TACMO allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by TACMO, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

TACMO will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

TACMO must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in TACMO's education program or activity; or
- Did not occur against a person in the United States.

TACMO may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by TACMO;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent TACMO from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable TACMO policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- TACMO's grievance procedures and any informal resolution process;

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that TACMO prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

TACMO may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with TACMO's policies.

TACMO may remove a respondent from TACMO's education program or activity on an emergency basis, in accordance with TACMO's policies, provided that TACMO undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under TACMO's Title IX grievance procedures, TACMO may offer an informal resolution process to the parties. TACMO will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, TACMO will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;

- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. TACMO has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless TACMO obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, TACMO will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after TACMO sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of TACMO's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that TACMO provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of TACMO's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or TACMO's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by TACMO.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

TACMO will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;

- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

This policy was formally revised at a meeting of The Academies Charter Management Organization Board of Directors on March 18, 2025.

Mary Aceves, Board Secretary

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize TACMO to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from TACMO.

Signature of Complainant

Date: _____

Print Name

To be completed by TACMO:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____