

GOALS ♥ ACADEMY

TK-Grade 6, Free, Public Charter School

A School Families Love!



Home/School Handbook for 2017-2018

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WELCOME TO GOALS ♥ ACADEMY!

Thank you for choosing GOALS Academy! We are proud to be the first public charter school in Anaheim, California. We are grateful to the Anaheim Elementary School District's Board of Education for approving our Charter during the Spring of 2014. We are committed to demonstrating we are worthy of this distinction and support by providing an exceptional academic and enrichment program to the scholars we serve. Because we are an independent public charter school, we function as our own district with a higher level of autonomy to chart our own course based on the staff's and families' vision and mission for the school and scholars. While providing a rigorous academic program, we are also committed to providing a highly enriched learning experience. This is based on the philosophy that our scholars have interests and talents that can be converted into strengths through individualized mentoring and the development of knowledge and skills. Without sufficient exposure to an array of learning experiences, our scholars' interests and talents may remain undiscovered and undeveloped. GOALS Academy will help our scholars develop and use their strengths to achieve in school and succeed in life. It is our vision that our scholars will depart from GOALS Academy at the end of 6th grade with greater self-confidence and a clearer sense of direction based upon their strengths.

The Charter is the document that was originally approved by the Anaheim Elementary School District's Board of Education. It outlines the educational program we planned to provide to our scholars and the opportunities for involvement we planned to provide to their families. It is a living document that is continuously refined as we determine, in partnership with the parents/guardians of our scholars, the best way to tap into the interests and talents of our scholars and transform them into strengths. In essence, the foundation that we set with the Charter is infused into the Local Control and Accountability Plan (LCAP). The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district, including GOALS Academy, must engage parents, staff, and the community to establish this plan. The plan describes GOALS Academy's overall vision for scholars, annual goals, and specific actions to achieve the vision and goals. The LCAP must focus on eight areas identified as priorities for the State of California. The plan also demonstrates how the GOALS Academy's budget will help achieve the goals, as well as outlines a yearly process to determine the effectiveness of the plan in improving a variety of academic and social-emotional outcomes.

The eight state priority areas that must be addressed in the LCAP include the following. Keep in mind, these areas represent the minimal expectations by the California Department of Education.

1. Provide scholars access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implement California's Common Core State Standards in English-language arts and mathematics; Next Generation Science Standards; English language development (for English learners); and standards in the areas of history-social science, visual and performing arts, health education, and physical education.
3. Facilitate parent involvement and participation so the local community is engaged in the decision-making process and the educational programs of scholars.
4. Improve scholars' achievement and outcomes based upon multiple measures, including test scores, English proficiency, and college and career preparedness.
5. Develop strong scholarly engagement, which should result in strong attendance and punctuality in school.
6. Highlight school climate and connectedness through a variety of factors, such as scholar and parent surveys, level of involvement, and enrollment stability.
7. Ensure all scholars have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measure other important learning outcomes related to required areas of study, including physical education and the arts.

Our *Home/School Handbook for 2017-2018* represents a commitment to establishing an authentic and effective partnership between the families and staff members of GOALS Academy. Our partnership will be stronger when we communicate clearly with each other. You are encouraged to skim through the entire handbook since it includes information that we must provide to you by law, as well as information that is unique to GOALS Academy. Some of the legal information may sound unnecessary, or even alarming. Remember, we are required to share this information with you, even if we never need to act upon it. The handbook should be referenced throughout the school year to address any questions you may have. We have arranged the information alphabetically, rather than by order of importance, to make it easier to access specific topics. Of course, if the handbook does not address your questions sufficiently, please talk with your child's teacher or the school's director. We are here to serve and to ensure we are "A School Families Love!"

GOALS ACADEMY VISION STATEMENT

Members of the GOALS Academy create an enriched and engaging learning environment in which interests are discovered and transformed into strengths.
Character is refined through self-awareness, acceptance of others,
and service to the community.
Above all, there is a commitment to ignite a love for learning and inspire a quest to fulfill one's unlimited potential as a unique human being.



GOALS ACADEMY SCHOOL CREDO

We are responsible, respectful,
safe, and kind.

We take care of ourselves,
but keep others in mind.

We make smart choices,
and aspire to be our best.

We are scholars, leaders,
and strive for success.

**GO LABRADORS!
WOOF! WOOF! WOOF!**



GOALS ACADEMY ALMA MATER

We're the Labradors of GOALS Academy.
Learning through our strengths is our philosophy.
Serving others is what we choose to do.
With our minds and through our hearts our whole lives through.
Honest and true, always to you.
Blue and gold forever, we will honor you.

VIA Classification of Character Strengths and Virtues

The Character Strengths of a Flourishing Life

WISDOM	COURAGE	HUMANITY	JUSTICE	TEMPERANCE	TRANSCENDENCE
<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Creativity Originality; adaptive; ingenuity</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Bravery Valor; not shrinking from fear; speaking up for what's right</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Love Both loving and being loved; valuing close relations with others</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Teamwork Citizenship; social responsibility; loyalty</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Forgiveness Mercy; accepting others' shortcomings; giving people a second chance</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Appreciation of Beauty and Excellence Awe; wonder; elevation</p>
<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Curiosity Interest; novelty-seeking; exploration; openness to experience</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Perseverance Persistence; industry; finishing what one starts</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Kindness Generosity; nurturance; care; compassion; altruism; "niceness"</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Fairness Just; not letting feelings bias decisions about others</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Humility Modesty; letting one's accomplishments speak for themselves</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Gratitude Thankful for the good; expressing thanks; feeling blessed</p>
<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Judgment Critical thinking; thinking things through; open-minded</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Honesty Authenticity; integrity</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Social Intelligence Emotional intelligence; aware of the motives/feelings of self/others; knowing what makes other people tick</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Leadership Organizing group activities; encouraging a group to get things done</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Prudence Careful; cautious; not taking undue risks</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Hope Optimism; future-mindedness; future orientation</p>
<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Love of Learning Mastering new skills & topics; systematically adding to knowledge</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Zest Vitality; enthusiasm; vigor; energy; feeling alive and activated</p>			<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Self-Regulation Self-control; disciplined; managing impulses & emotions</p>	<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Humor Playfulness; bringing smiles to others; lighthearted</p>
<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Perspective Wisdom; providing wise counsel; taking the big picture view</p>					<p><small>Used with Permission © 2009 VIA Institute on Character. All Rights Reserved.</small></p>  <p>Spirituality Religiousness; faith; purpose; meaning</p>



{where the world finds strength}

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ABSENCES AND ATTENDANCE

For a child to do well in school, attendance and punctuality are essential. As parents/guardians of a child in elementary school, it is your responsibility to maximize learning through his/her consistent presence in school. Attendance in school is mandatory in order to ensure each child's right to an education through high school graduation. Additionally, a child may not leave school prior to the end of the school day without the approval of the school director or designee. This approval is implicit in the signing-out of a child by parents/guardians. However, it is important to acknowledge that frequent early departures are not conducive to receiving a quality education. Every minute counts!

Excused Absences

When an absence from school is unavoidable (either a portion of or the full day), you must provide an explanation for the absence by phone, by e-mail, in person, or through a written note either the day of or the day after the absence. After five days of consecutive or ten days of cumulative absences for medical reasons in a single school year, you may be required to provide written verification of illness from a physician for the absence to be recorded as "excused." If verification is not provided, the absence will be marked as "unexcused."

Absences that are recorded under "excused" fall under the categories below. In some cases, an entire day of absence is unnecessary, and you are encouraged to facilitate at least a partial day of school attendance. Our school's funding comes from daily attendance. Even excused absences result in a loss of funding for GOALS Academy.

- Illness
- Quarantine under the direction of a county or city health officer
- Medical, dental, optometric, or chiropractic services
- Funeral services of a member of his/her immediate family, as 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
- Justifiable personal reasons such as an appearance in court, attendance at a funeral service of someone outside of the immediate family, observance of a holiday or ceremony of his/her religion, or attendance at religious retreats (not to exceed four hours per trimester)
- When his/her absence is requested in writing by you and approved by the director or a designee

If your child sees a doctor for care related to the conditions below, request a note from the doctor indicating when s/he may return to school, as well as any instructions that may be necessary to ensure his/her safety at school.

- Casting or splinting of an extremity
- The need to use crutches, walker, or wheelchair at school
- Following any hospitalization or surgery
- Following any initial diagnosis of a chronic medical condition, such as, but not limited to, severe allergies, hemophilia, seizures, or diabetes
- Following exclusion from school for any potential contagious illness
- To explain frequent illness absences

If your child has an excused absence or absences, s/he will be permitted to complete missed assignments and tests that are essential for his/her academic progress. It will be the teacher's discretion to determine what is essential to complete. However, it is not possible to replicate the exact teaching/learning experiences for the missed day or days, and your help at home may be necessary to fill in academic gaps due to the absence(s).

Unexcused Absences

Unexcused absences fall outside the categories of excused absences delineated above. Absences are also recorded as "unexcused" when you do not provide an explanation for absences that would normally be deemed excused. Some examples of unexcused absences include oversleeping, baby-sitting, recreational activities, etc.

Truancy

If your child is absent from school without a valid excuse more than three days or tardy in excess of 30 minutes on more than three days in one school year, s/he is considered to be truant. This categorization will result in a mandatory meeting with you and the director and teacher in order to resolve any barriers to consistent attendance and punctuality. This is considered to be the School Attendance Review Board (SARB) for GOALS Academy. If the barriers can be resolved, then it is your responsibility to do so. If the barriers are unresolvable for you (e.g., undependable transportation to school, personal/work schedule that conflicts with your child's consistent attendance, and adult health issues), then it may be necessary to reconsider placement at the GOALS Academy.

Chronic Absentee

Your child is considered to be a chronic absentee if s/he is absent for any reason (excused or unexcused) on 10 percent or more of the school days in the school year, with this computation initially occurring after the conclusion of the first trimester (60 days) of school. This is calculated by dividing the total number of days your child is present in school by the number of days school is in session. For example, if your child is in school for 54 days and school has been in session for 60 days, $54/60 = 90\%$, which means your child has been absent for 10% of the school year up to this point in time. This categorization of chronic absentee will result in a mandatory meeting with you and the director and teacher. This is considered to be the School Attendance Review Board (SARB) for GOALS Academy. Again, if the barriers are unresolvable for you, then it may be necessary to reconsider placement at the GOALS Academy.

Early Departure from School

If it is necessary to withdraw your child from school prior to the end of the school day, proceed to the school office, identify yourself, and sign your child out. If you wish to have someone else sign your child out from school (e.g., relatives, friends), contact the office by phone or send a note with your child to inform the staff of the situation prior to the time of withdrawal. Also, make sure the person that will sign your child out is on the Emergency Card and has proper identification. These procedures are in place to ensure the safety of your child.

Scholars with Temporary Disabilities: Individualized Instruction

If a child has a temporary disability that makes school attendance impossible or unsafe, s/he is entitled to receive individual instruction at home or in the hospital. The parents/guardians of a child that meets this criterion will be informed about the availability of individualized instructional support.

ARRIVAL/DISMISSAL PROCEDURES

Arrival Procedures

Scholars receiving breakfast through the Free/Reduced Meal Program or direct payment need to arrive on campus at 8:00 a.m. to ensure sufficient time to eat. All other scholars should arrive no earlier than 8:15. Walkers will enter the school through the north entrance (side facing Carl Karcher Way), which will be under the supervision of a staff member. For non-walkers, the line up for vehicles will be along Homer Street and La Palma Park way, with the unloading occurring at the south gate. A staff member will direct the flow of traffic, as well as open your vehicle's door. Once scholars enter the campus, they will be directed to GOALS Courtyard (enclosed center of campus) for breakfast. At 8:30, all scholars will convene at the front of the school for the Morning Gathering at 8:30, and then enter the classrooms. Arriving after 8:30 is considered to be tardy.

Dismissal Procedures

Scholars that are not participating in after-school programming at GOALS Academy will be dismissed at 3:00 p.m. Walkers in Grades K-2 must be released to an older sibling in Grades 3-6 or an adult. This is especially important due to the major streets surrounding GOALS Academy and the lack of crossing guards. It is important for each scholar to know whether s/he will be walked home with/without a designated escort or picked up in a vehicle. You will be asked about this preference on the "Scholar Admission and Information Card," and this is the procedure the teacher will follow unless informed differently in writing. Under the supervision of a staff member, walkers will exit the school through the north pedestrian gate. And, those who are being picked up in a vehicle will

wait in a designated area on the south side of the school. They will be released to go to their parent's/guardian's vehicle when it is in pick-up position.

Scholars that remain for after-school programming (e.g., Grade 4-6 VAPA Block from 3:00-4:15, TK-Grade 1 Little Labs from 3:00-6:00, or Grade 2-6 GAASP from 3:00-6:00) need to be signed out by a parent or designee. The location of the sign-out station will either be at the front of the school or Dreamscape Too (east side of Homer Street). Consistent and full participation by the enrollees in after-school programming is the expectation for continued involvement. For the Little Labs, the end time is fluid based upon an agreement between the parents and the school. For VAPA and GAASP, the end times are set. Timely pick-ups by parents are essential.

BEHAVIORAL EXPECTATIONS

The scholars of GOALS Academy are held to high expectations when it comes to their attitude and behavior toward other scholars, staff, parents, and volunteers. By applying what they have learned about character strengths at home and school, they contribute to a positive, respectful, and productive classroom learning climate and an emotionally, socially, and physically safe school. Inappropriate choices become learning opportunities as parents and staff members provide guidance to scholars so they can learn to function more effectively in a group environment. However, repeated and/or extreme poor decisions in life often result in negative consequences, which is also true in school.

All scholars are expected to:

- Consistently attend school and arrive on time unless ill or because of a valid excuse
- Follow the directions of the school's staff, abide by the rules of the classroom and school, and value their learning and the learning of others
- Demonstrate appropriate behavior during special school events, to and from school, and in the after-school GOALS Academy Programming
- Complete all classroom assignments and homework, including work missed due to absences
- Comply with the school dress code by wearing the school uniform, with the exception of designated special dress days

Scholars that violate GOALS Academy's behavioral expectations will be provided with appropriate guidance and support so they can learn from their inappropriate choices. A suspension will only occur when other options have not resulted in a positive change or the behavior is so severe, even with a first offense, that it compromises the social-emotional and/or physical safety of others. Behaviors that are in direct conflict to the positive and safe climate of GOALS Academy include the following, which will result in appropriate and timely consequences, including possible suspension and expulsion:

- Threat to commit, attempt to commit, or commit any physical violence against school personnel or other scholars
- Bring any knife, toy or real gun, or any other weapon or dangerous object onto the school campus
- Deface, damage, destroy, steal, or litter school property or the property of other persons
- Knowingly receive stolen school property or private property
- Loiter on or near school grounds when school is not in session
- Use, possess, or distribute tobacco, alcohol, narcotics, intoxicants, or any controlled substance on the school campus, the after-school facilities, field trip, or to and from school
- Possess or distribute "look-alike" drug substances or drug paraphernalia
- Engage in an act of bullying, including bullying by means of an electronic device
- Use profane or vulgar language or make obscene or suggestive gestures
- Commit sexual harassment such as unwelcome sexual advances; requests for sexual favors; and other verbal, visual, or physical conduct of a sexual nature (Grades 4-6 only)
- Cause or attempt to cause, threaten to cause, or participate in an act of hate violence
- Harass, threaten, or intimidate a scholar who is a victim or witness of an individual's or a group's inappropriate behavior

Due Process Rights (Suspension)

No scholar may be suspended for more than five consecutive days for a single offense, and no scholar may be suspended from any one school for more than a total of 20 days in any single school year. If a scholar transfers to another school in any single year, an additional ten suspension days can be added.

Due Process Rights (Expulsion)

Expulsions can be ordered only by a subdivision of members of the GOALS Academy Governance Committee. Prior notice of the expulsion hearing must be given ten days in advance. The scholar's parents/guardians have a right to obtain and inspect copies of all documents to be used at the hearing, cross examine witnesses, present witnesses on the scholar's behalf, and be represented by an attorney or other person.

Attendance of Suspended Child's Parents/Guardians for Part of School Day

As a form of support for a scholar returning from a suspension, the teacher and/or director are authorized to require the parents/guardians to attend a portion of a school day in their child's classroom. The parents/guardians will be given advanced notification of this requirement.

Community Service

At GOALS Academy, community service is considered to be a privilege rather than a negative consequence for inappropriate behavior. All scholars will participate in activities related to community service, such as cross-aged tutoring, keeping the school facilities organized and clean, working with others with disabilities, etc. However, as a form of redemption for a wrongdoing, a scholar may have the opportunity to perform a specific type of assigned community service. For example, a scholar that teases scholars in a younger grade level may be requested to provide tutoring support. A scholar that writes on his/her desk may be requested to clean all of the desks in the classroom. A scholar that damages a library book may be asked to work to "pay off" the cost of the book. The parents/guardians will be informed of community service that is assigned due to inappropriate behaviors.

Corporal Punishment

Any person employed by or engaged by GOALS Academy will not administer corporal punishment to any scholar. "Corporal punishment" is defined as the willful infliction of physical pain to a scholar. An amount of force that is reasonable and necessary for a person employed or engaged in a public school to stop physical injury to persons or damage to property, for self-defense, or to obtain possession of weapons or other dangerous objects within the control of the scholar, is not considered to be forms of corporal punishment. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the scholar is not and shall not be construed to be forms of corporal punishment.

BULLYING AND SEXUAL HARASSMENT POLICY

Bullying

We are committed to creating a climate of kindness at GOALS Academy with our small school environment and a focus on Values in Action (VIA) Character Strengths. By being proactive with our home/school partnership, any form of bullying and sexual harassment will be nonexistent or a rarity on our campus. If disrespectful behaviors such as these do occur, they will be immediately dealt with by the staff to ensure the social-emotional well-being of the victim(s) and the personal growth of the aggressor(s). In these situations, the parents/guardians of the involved scholars will be contacted within the same school day.

It is difficult for scholars to consistently get along with each other, and interpersonal misunderstandings can result in the inaccurate use of the term "bullying." For example, when one scholar does not want to play with another scholar and feelings are hurt, this does not constitute bullying. Bullying is legally defined as any severe or pervasive physical or verbal act, including communications made in writing or by means of an electronic device. Bullying includes acts committed by an individual or a group directed toward another individual or group that can be reasonably predicted to have one or more of the following effects on an individual or group:

- Fear harm to their person or property
- Experience a substantially detrimental effect on their physical or mental health
- Experience substantial interference with their academic performance
- Experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school

Scholars are encouraged to notify school staff and/or parents/guardians when they are being bullied or suspect that another scholar is being bullied. The teacher and director will conduct a thorough investigation to determine if bullying has taken place and what consequences and interventions are appropriate to the situation. Any scholar that engages in bullying will be subject to discipline, which may include suspension or expulsion.

Sexual Harassment

Sexual harassment is definitely a rarity in the elementary school setting. It includes unwelcome sexual advances; requests for sexual favors; or other verbal, nonverbal, or physical conduct of a sexual nature. The director and/or teacher will provide age-appropriate information regarding sexual harassment, including:

- Acts and behaviors that constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
- Scholars do not have to endure sexual harassment
- Scholars should report observed instances of sexual harassment, even when the victim of the harassment has not complained
- To whom a report of sexual harassment should be made, involving both the home and the school

Scholars that feel they are being sexually harassed or have observed another scholar being sexually harassed must immediately communicate with a member of the school staff. It is important to create a climate in which the scholars also feel comfortable expressing these types of incidents to their parents/guardians. After receiving the complaint, the staff member must report the incident to the director or designee within 24 hours.

Any individual that engages in the sexual harassment of anyone at school or at a school-sponsored or school-related activity shall be subject to disciplinary action. For scholars in Grades TK-3, disciplinary action shall depend on the maturity of the scholars and the circumstances involved. For scholars in Grades 4-6, disciplinary action may include, but is not limited to, suspension and/or expulsion. Such circumstances that are taken into consideration shall include, but are not limited to:

- Age and maturity of the victim and the perpetrator
- Pervasiveness of the alleged harassing conduct (i.e., how many times the act(s) occurred, how many individuals were involved, etc.)
- Prior complaints against the perpetrator

CELL PHONE USE

A scholar is permitted to bring a cell phone to school. However, s/he must keep the cell phone in his/her backpack throughout the school day, and the cell phone must remain off. If there is a special circumstance requiring the use of the cell phone during the school day (e.g., instructional project, picture taking on a field trip, emergency), the scholar must ask the supervising staff member for permission prior to retrieving and turning the cell phone on.

A cell phone is a tempting object for other scholars, and the school cannot be held financially responsible if the cell phone is taken or lost. However, a reasonable attempt will be made to recover it. If a scholar does not follow the school rules regarding cell phone use, the cell phone will be taken from him/her and stored in the director's office, a parent/guardian will be contacted, and the parent/guardian will need to retrieve the cell phone at his/her earliest convenience.

CLASSROOM CELEBRATIONS

To ensure a focused learning environment, there can be no more than one classroom celebration involving food per trimester during the instructional day. The teacher, with the support of parents/guardians, will determine when these occur. Classroom celebrations will be scheduled toward the end of the school day. Snacks and beverages must be healthy and reasonable in quantity since lunch will have already occurred. Snacks must be store bought or prepared on campus, and carbonated beverages are not to be provided.

Each scholar's birthday will be acknowledged by the teacher and school. But, parents/guardians are not to bring snacks, beverages, and/or goodie bags for their child's birthday. However, parents/guardians may donate a book to the classroom library, and the birthday child will be acknowledged with a nameplate in the book. Or, parents/guardians may donate an item to the classroom that benefits all of the scholars in the room.

CLASSROOM/PLAYGROUND VISITATIONS FOR OBSERVATIONS AND VOLUNTEERING

We believe parents/guardians should be able to visit their child's classroom and playground, both as observers and volunteers. Your visitations will result in greater respect for the school's staff, as well as the reassurance that your child is receiving the care and education s/he deserves. Because more than one parent/guardian may want to observe or volunteer in the classroom or on the playground at the same time, we have a system in place that balances an openness to visitations with the need for limited distractions to the learning and recreational process. For this reason, we ask that you schedule a visitation of the classroom and/or playground with a 24-hour notification through the office staff and/or teacher. If more than a reasonable number of requests are made for the same day and/or time, we may ask you to reschedule your visitation.

Please keep the following considerations in mind when visiting the classroom or playground of GOALS Academy:

- Proceed to the office first so you can sign-in and receive a visitor's badge.
- We welcome young children in the classroom and/or playground in order to increase parent/guardian involvement. However, it is important to show consideration toward the learning of your child and the other scholars during a visitation. Therefore, if you bring a young child into the classroom and/or on the playground, s/he must remain in close proximity of you, either in your arms or in a stroller. Additionally, if your young child becomes loud or fussy, you will need to take him/her out of the classroom until the child calms down. This is not as much of an issue on the playground.
- The teachers, instructional assistants, and playground supervisors need to concentrate on their work with the scholars. It is important that you do not engage them in extensive dialogue while they are performing their duties. If you wish to have explanations of observed procedures, please set up an appointment to meet with the staff members. Or, the director can respond to any questions you may have.
- While you may want to take a picture or video of your child learning in the classroom or playing on the playground, other parents may feel uncomfortable if you include their children. Therefore, we ask that you do not use a camera in the classroom or playground without prior permission from the teacher and/or director. There will be exceptions to this rule when there is a school-wide recognition assembly, special event, or field trip.
- After visiting the classroom and/or playground as an observer or volunteer, it is important that you do not talk about what you have observed when it comes to the learning or behavior of the other children. It is better for the school staff to be the direct communicators with the parents/guardians of the other children.

CLOSED CAMPUS

For the safety of our scholars, GOALS Academy is a closed campus. The gates to the facilities will be locked except during spans of time associated with arrival and dismissal times (8:00-9:00 and 2:45-3:15 respectively). When exceptions are needed (e.g., special events, trash pick-up, emergency), a staff member will be present to supervise who is entering the campus. For entry through the pedestrian gate at the north side of the school when the gates are locked, a code will be provided to members of the GOALS Academy community. There is no entry from the south side of the school except at the beginning and end of the school day for vehicle pick-ups.

All staff members will be clearly identified with a badge. In the office, a staff member will ask visiting adults to sign-in. They will also be provided with a visitor's badge if they are visiting areas of the campus outside of the office. Parking in the school lot is limited, so visitors should park on Homer Avenue (between W. Carl

Karcher Way and N. La Palma Park Way) or the north side of N. La Palma Park Way for short periods of time. On a limited basis, UEI also permits us to use their parking lot for longer visitations.

DISRUPTIVE PRESENCE AT SCHOOL

Adults need to be positive role models, and typically their behavior on a school campus is exemplary. However, there are laws that protect scholars and staff from adults that behave inappropriately, thus maintaining a safe and harmonious school climate. Any parent, guardian, or other person who disrupts school or extracurricular activities or generates substantial disorder may be found guilty of a misdemeanor, which is punishable by a fine of not less than five hundred dollars (\$500), imprisonment in county jail for not more than six months, or both. Also, any person who comes into a school building or upon school grounds or loiters on the street, sidewalk, or public way adjacent to the school without lawful business and whose presence or acts interfere with or disrupt the peaceful conduct of the activities of the school is guilty of a misdemeanor if s/he does any of the following:

- Remains there after being asked to leave by a staff member of GOALS and/or GOALS Academy
- Reenters or comes upon that place within seven days of being asked to leave
- Has otherwise established a continued pattern of unauthorized entry
- Willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of any scholar in Grades TK through 6th, inclusive of arriving at, attending, or leaving from school

DRESS CODE

We believe school uniforms enhance the safety of our scholars on the physical and social-emotional levels. We can easily identify our scholars during arrival and dismissal times, as well as when they are on field trips. School uniforms make it clear who should and should not be on campus. Additionally, school uniforms contribute to a sense of belongingness to our school. Scholars can focus on their learning experiences in school rather than on their attire, and this greatly reduces the pressure on parents/guardians to buy trendy clothes. In reality, school uniforms can be more economical for families.

The school uniform consists of a navy blue polo shirt with the school logo, with a GOALS Academy Spirit Shirt available for Fridays. The bottoms need to be khaki, and may consist of shorts, skorts, skirts, jumpers, or pants. It is suggested that girls wear shorts under their skirts or jumpers. Clothes must fit appropriately, being neither overly short, tight, or loose. Tennis shoes and white or navy blue socks or tights must be worn to accommodate physical activity. When it is cold, scholars may wear navy blue outerwear, such as sweatshirts, sweaters, or jackets. GOALS Academy baseball caps may be worn outside. Any jewelry that is worn must not pose a safety hazard. For example, earrings cannot be overly large or dangly, creating a potential problem if inadvertently pulled on during physical activity. Additionally, jewelry that can be used as a weapon cannot be worn, such as heavy chain belts.

On a monthly basis, the GOALS Academy Service Lab Pack will designate a Special Attire Day. These scholars in leadership roles will produce and distribute a flyer to declare these days in advance, and they will be indicated on the school's web-based calendar. Other than these Special Attire Days, all scholars are expected to wear their school uniforms daily.

EMERGENCY INFORMATION AND PROCEDURES

Emergency Information

For each enrolled scholar, it is important for the parents/guardians to provide an accurate and complete Emergency Card (yellow card). This includes contact information for the parents/guardians (home, cell, and work phone; e-mail; and home address), as well as custodial and medical information. Additionally, the names of and contact information for relatives and/or friends who are 18 years or older are required. They may be contacted in the event a scholar becomes ill or is not picked up after school and the parents/guardians cannot be contacted. Remember to notify the office if any of the information on the emergency card needs to be updated during the school year. You will be required to complete a new Emergency Card at the beginning of each school year.

Emergency Procedures

GOALS Academy has a legal, as well as moral, responsibility to plan for the maximum safety and welfare of scholars during school hours and the after-school programming. There is direct and ongoing collaboration with the Anaheim Police Department and Anaheim Fire Department. Like all public schools, disaster preparedness drills will occur on a monthly basis. Drills will include practice for three types of situations – fire, earthquake, and lock-down. The evacuation area for fire and earthquake drills will be the soccer field. Lock-down drills will result in the complete closure of the campus, including locked parking lot gates. Parents/guardians or volunteers on campus during a lock-down drill will be asked to respect the process and remain on campus until the drill is complete. Additionally, parents/guardians and volunteers seeking access to the campus during a lock-down drill will need to wait until the drill is over. In the case of an actual disaster, procedures parents/guardians need to follow will be located on the website at <http://goalsacademy.us/>. Additionally, phone and/or text messages will be sent out through Blackboard Connect.

ENROLLMENT PROCESS

Admission to GOALS Academy shall be open to any resident of California that is of legal age to attend a public elementary school (i.e., old enough to enroll in transitional kindergarten or kindergarten). GOALS Academy has no academic or residential requirement for admission and will admit any elementary-aged child that wishes to attend depending upon space availability.

It is anticipated that the following grade level configurations will be in place for the third year of operation, with 30 scholars in each classroom for a possible total of 240 scholars, which is the maximum for the school. Each classroom will be served by a credentialed teacher and an instructional assistant with 48 units of college credit, an Associates Degree, and/or passing marks on a competency examination. These grade level configurations may change depending upon the number of enrollees per grade level.

- Grade TK/K – Maximum of 32
- Grade 1 – Maximum of 32
- Grade 2 – Maximum of 32 (two separate classes for a total of 60 second graders)
- Grade 3 – Maximum of 32
- Grade 4 – Maximum of 32
- Grade 5 – Maximum of 32
- Grade 6 – Maximum of 32

Recruitment/Enrollment Process

The timeline for recruitment and enrollment is as follows. This is shared with the intent to make the process transparent and comprehensible. Scholars who have been on our waiting list for the 2016-2017 school year, but were unable to be accepted due to a lack of space, will have their position on the waiting list honored during the 2017-2018 recruitment/enrollment process.

Time Span	Activity	Outcome
January 1-March 31, 2017	This timespan will constitute the first wave of recruitment activity. Through articles in the local papers, flyers, banners, social media, and events, parents/guardians will become informed about recruitment for GOALS Academy for the 2017-2018 school year. Interest Forms will be distributed and collected throughout this time period.	On Friday, March 31, the first wave of new applicants will be accepted into the GOALS Academy based upon the Interest Forms. If there are more applicants than openings per grade level, a public drawing will be held for each of the impacted grade levels. In addition to filling each grade level to its maximum capacity (30-32), a waiting list will be established based upon the order of drawn names per impacted grade level. This will be an

		addendum to any previously established waiting list during the 2016-2017 school year. Parents/ guardians that do not complete the formal registration packet by the end of April will forfeit their child's spot to the next person on the waiting list.
April 1-June 30, 2017	This timespan will constitute the second wave of recruitment activity if the school is not filled to capacity. The various outreach strategies will remain the same. Interest Forms will be collected throughout this time period.	On Friday, June 30, the second wave of applicants will be accepted into the GOALS Academy based upon the Interest Forms. If there are more applicants than openings per grade level, a public drawing will be held for each of the impacted grade levels. In addition to filling each grade level to its maximum capacity (30-32), a waiting list will be established based upon the order of drawn names per impacted grade level. This waiting list will be an addendum to any previously established waiting list. Parents/guardians that do not complete the registration packet by July 15 will forfeit their child's spot to the next person on the waiting list.
July 1 through the Remainder of the School Year	Beginning July 1, 2017, scholars will be invited to attend the school based on space availability and the waiting list. Once the waiting list has been exhausted based upon the random selection process, then any openings will be filled on a first come/first serve basis.	As is true for any public school, scholars can be accepted into GOALS Academy throughout the school year, with a maximum enrollment of approximately 240 scholars for the 2017-2018 school year.

As permitted by state and federal regulations, the following exemptions will be made to the admission and random drawing process:

- Scholars who were enrolled in the school the previous year (2016-2017) will automatically be able to continue their participation in the GOALS Academy. Additionally, siblings of scholars who plan to continue their enrollment in GOALS Academy will be accepted as long as there is sufficient space.
- For a sibling who is not currently enrolled in GOALS Academy during the 2016-2017 school year, but is accepted into the GOALS Academy for the 2017-2018 school year, the sibling(s) of the scholar (including foster siblings) will also be accepted into the GOALS Academy. The rationale for this exemption is to permit families to be fully involved in one school. For the random selection process, names will be drawn in the order of transitional kindergarten through 6th grade. Therefore, if a younger sibling is accepted into the school, the older sibling(s) will also be accepted. However, if an older sibling is accepted into the school through the drawing, then the younger sibling cannot be accepted if there is no longer space for that grade level.

- If a staff member of GOALS or the GOALS Academy wants his/her child to attend the GOALS Academy, s/he will be accepted into the school. This is permitted as long as the total number of scholars allowed under this exemption constitutes only a small percentage of the school's total enrollment.
- If a random selection process is needed for any grade levels due to the number of applicants, children residing within the boundaries of the Anaheim Elementary School District will have their names placed in the drawing twice to increase their odds of being drawn. This is in recognition that the Anaheim Elementary School District is the entity that approved the charter for the GOALS Academy.

ENROLLMENT REQUIREMENTS

Birthdate Verification

In California, birthdate verification for entrance into transitional kindergarten, kindergarten, and first grade is established by state law. To enter transitional kindergarten for the 2017-2018 school year, a scholar must be five years of age between September 2 and December 2, 2017. To enter kindergarten, a scholar must be five years of age on or before September 1, 2017. To enter first grade, a scholar must be six years old on or before September 1, 2017.

- Verification of birthdate is required before a scholar can be enrolled.
- Verification may be determined by an original birth certificate, baptismal certificate, or passport.
- Scholars may also be admitted upon receipt of an affidavit from the parent. Affidavits may be obtained at GOALS Academy, but this approach should be pursued only when there is no other form of verification available.

A scholar who has been lawfully admitted to kindergarten may be promoted to first grade at the discretion of the director for GOALS Academy when it is determined that the scholar has mastered the kindergarten curriculum and is ready for first grade work. S/he must also meet the following minimum criteria:

- The scholar is at least five years of age
- The scholar has attended a public school kindergarten for a sufficient amount of time to enable school personnel to accurately evaluate his/her ability
- The scholar is in the upper five percent of his/her age group in terms of general mental ability
- The physical development and social maturity of the scholar are consistent with his/her advanced mental ability
- Parents/guardians of the scholar have met with the director of the school
- Parents/guardians of the scholar have filed a written statement with the GOALS Academy Office approving placement in the first grade

Physical Examinations

GOALS Academy requires all transitional kindergarten and kindergarten scholars to present a certificate of a physician's physical examination completed within six months prior to entering school. Also, all first time, first grade enrollees must have record of a physical examination completed during the previous 18 months prior to entering school. The full examination includes immunization boosters, which are required for school entry. A waiver, signed by the parents/guardians indicating they do not want or are unable to obtain such health examination for the child will no longer be accepted due to recent legislation in California.

Immunizations/Vaccinations

California law requires that children be immunized against certain diseases before they can be admitted to school. A scholar must have been immunized against Polio, Diphtheria, Tetanus, MMR -- Measles (Rubeola), Mumps, Rubella (German Measles), and Varicella (chicken pox) or have a validated history of the disease. Scholars less than seven years old must also have a Pertussis (Whooping Cough) immunization. Scholars aged 4 to 6 years must have, in addition to the above, a second measles and a series of three Hepatitis B vaccinations. A scholar may be enrolled and attend class when a documented, up-to-date immunization record of required immunizations is presented to the school. The written record of immunizations must include: name, birthdate, type

of vaccine administered, date of immunization (including month and year), and signature or stamp of physician or agency administering the vaccine. Computer-generated or Immunization Registry records will also be accepted. Any scholar who has not been immunized properly will be excluded from school unless the scholar is exempted from the immunization requirement.

- Conditional Enrollment - New scholars who have received their first doses of immunizations with medical documentation may be admitted to school on conditional enrollment and may remain in class as long as a medically approved schedule of required immunizations is followed and completed.
- Exclusion - If the parents/guardians have not provided documentation of immunization by the expiration date of the conditional enrollment period, they will be notified that their child is excluded until requirements are met. The school will keep a record of the number of days of exclusion.
- Exemption – Effective June 30, 2015 with the enactment of SB 277, personal and religious belief exemptions for immunizations are no longer allowed in California effective July 1, 2016. However, if a parent filed a letter or affidavit stating beliefs opposed to immunization prior to January 1, 2016, the exemption will apply until the next grade span (e.g., junior high school). For more details, use the following link: <http://www.shotsforschool.org/laws/>

Oral Health Assessment

California law now requires all transitional kindergarten, kindergarten, or first grade scholars, whichever is the first year in public school, to present a certificate of a dental assessment. Assessments that have occurred within the 12 months before the scholar enters school meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional. A waiver signed by the scholar's parents/guardians indicating they do not want or are unable to obtain an examination for the scholar, will be accepted in place of the certificate.

Enrollment for Special Circumstances

A scholar that does not have a fixed, regular, and adequate nighttime residence is considered homeless and therefore is guaranteed enrollment in school under the federal McKinney-Vento Act and California State Law even if, at the time of enrollment, the parents/guardians do not have:

- Proof of residence
- Immunization records
- School records
- Legal guardianship papers

Parents/guardians can enroll their children in school if they live under any of these conditions:

- Lacks a regular, fixed and adequate nighttime residence (substandard housing)
- Is sharing housing due to economic struggles (doubled-up)
- Is living in a shelter, hotel, or motel
- Is living in a public place not designated for sleeping (cars, parks)
- Is an unaccompanied youth
- Is a child or youth awaiting foster care placement
- Is a child or youth abandoned in a hospital
- Is a migrant child who qualifies under any of the above

Parents/guardians have the right to have their child:

- Enroll and attend classes while the school arranges for the transfer of required school records or documents
- Enroll and attend classes even while the school and parents/guardians seek to resolve a dispute over enrollment
- Qualify for special programs and services
- Qualify automatically for child nutrition programs (free and reduced-priced lunches and other district food programs)

Parents'/guardians' responsibilities are to:

- Make sure child attends school regularly and completes homework and projects on time
- Attend parent/teacher conferences, Back-to-School Night, and other school-related activities
- Stay informed of school rules, regulations, and activities

HEALTH AND WELLNESS

Medications

Parents/guardians of scholars requiring daily medication administered at home or school must inform the office staff about the medication, the current dosage, and the supervising physician. If a scholar must take medication at school, the parents/guardians and supervising physician must complete and sign the "Release for the Administration of Medication Form." This form will be kept on file in the office. Any medication, prescription or non-prescription, must be brought to the office by an adult. The medication will be administered by a designated staff member. Upon written request by the parents/guardians and the approval of the scholar's healthcare provider, a scholar with a medical condition that requires emergency medication may be allowed to self-administer this medication. Written statements from doctor and parent must be submitted annually.

Medication Administration during Medical Emergency (Allergic Reaction)

The Director of Health Services for Orange County has written a standing order for the administration of an emergency epinephrine autoinjector (Epi-Pen®) by trained personnel in case a child or adult should have signs or symptoms of a severe allergic reaction while on campus. A child or adult who is exhibiting symptoms of severe allergic reaction may be injected with this emergency rescue medication and 9-1-1 will be called. This plan remains in effect as long as the epinephrine auto-injectors are available and a standing order remains on file from the Health Services for Orange County.

Health Screenings

Scholars will be given screening tests for vision and hearing in first, second, and fifth grades. The screening tests will be given to scholars in other grade levels based upon their recent enrollment in a California school or a referral by the teacher and/or parents/guardians. Parents/guardians may submit a written statement refusing to consent to their child's participation.

As a service, dental screenings may be conducted by accredited health care agencies. Parents/guardians will be notified if dental screenings become available. If a scholar appears to need dental care, referrals for low-cost dental care will be provided. Parents/guardians may submit a written statement refusing to consent to their child's participation.

Maturation Lessons

Parents/guardians of fifth and sixth grade scholars will be notified in writing prior to lessons in which human reproductive organs and their functions or processes are described, illustrated, or discussed. These lessons are provided by certificated staff, with the support of experts in the field volunteering their services. Parents/guardians may review such materials prior to instruction. This section does not apply to descriptions or illustrations of human reproductive organs, which may appear in any science, hygiene, or health textbook. Parents/guardians have the right to excuse their child from all or part of the maturation lessons through a written request. An alternative educational activity will be made available to nonparticipating scholars.

Control of Pediculosis (Head Lice)

Pediculosis (head lice) is a common condition for children in Southern California. Therefore, there should be no social stigma attached with contacting head lice. With appropriate precautions, the likelihood of contacting head lice can be minimized. Please implement the following practices:

- Lice do not fly or jump. Transmission occurs almost exclusively from head-to-head contact. Encourage your child to not put his/her head in close contact with other children.
- Your child should use only his/her own comb, brush, towel, hat, or other articles of clothing. This will

decrease the chances of lice being transmitted.

- Check your child daily for signs of scratching, evidence of eggs deposited on the hair shaft, or the presence of the louse on the head or on clothing articles. The louse is about 1/8" long with a slender, tapering body and three pairs of legs with delicate hooks. It may vary in color from gray to brownish. The eggs of lice are called nits and are about half the size of a pinhead. They can be seen hanging off the side of a hair in a teardrop shape.
- If your child stays at another home where there are other children (baby-sitting, slumber party, visiting, etc.), examine your child's hair when he/she returns for evidence of live lice. Re-examine in two to four weeks when lice and eggs may be seen.
- If you suspect that your child has head lice, please notify the school so that control measures can be initiated.

GOALS Academy has procedures in place to help identify and prevent pediculosis. If your child is suspected of having head lice, you will be notified immediately. The school will offer information and guidance to help you provide effective treatment. If a pediculicidal shampoo is used and guidelines are followed, your child may return to school even if all nits have not been removed. Just bring in the empty bottle of the shampoo as a form of evidence that the treatment was administered. If no treatment or another treatment is used, your child may not return to school until there is no evidence of live head lice. It is expected that a child returns to school within two days of a lice infestation.

Temporary Exclusion

Whenever there is good cause to believe that a scholar is suffering from a recognized contagious or infectious disease, s/he may be temporarily excluded from school until there is verification that any contagious or infectious disease does not exist.

Communicable Disease Control

In the event that GOALS Academy should participate in an immunization program for the purposes of prevention and control of communicable diseases, your child will not participate unless you have provided specific written consent.

Tobacco Free School

Smoking and the use of tobacco products are prohibited on school property. This includes GOALS Academy facilities, grounds, and vehicles.

Medical/Hospital Insurance Services

GOALS Academy will provide information about medical, hospital service, accident, and/or liability insurance policies for scholars' injuries occurring while in or on the property of the school. No scholar shall be required to accept such service without the consent of parents/guardians. The service providers link is as follows: <http://www.peinsurance.com/student-accident-insurance>.

INSTRUCTIONAL PRACTICES

Curriculum

The curricula across all grade levels and subject areas are based upon standards adopted by the California Department of Education. As schools in California have transitioned to the Common Core Standards for English-language arts and mathematics and the Next Generation Science Standards, there is a gap between the curricula and the available instructional materials for some subject areas. Therefore, GOALS Academy, as well as all other schools in the state, will need to be resourceful until more aligned instructional materials become available. Instructional materials and approaches will be shared with parents/guardians at Back-to-School Night.

In addition to the Common Core and other state-adopted standards, the content suggested by the Core Knowledge Foundation® will be infused into daily instruction. This ensures that the GOALS Academy scholars will have access to and master a body of lasting knowledge and skills that form the core of a strong education.

English Language Programs

Public schools are required to assess the language proficiency of all scholars when the home language is different from English. As a result of this assessment, scholars are designated as Fluent English Proficient (FEP) or English Learners (EL). English Learners are scholars who speak limited English and/or require supplementary instruction to become fluent in both oral and written English. In accordance to California's Education Code, English Learners must be taught through an instructional approach called English Immersion. However, additional support is provided to English Learners who score at less than reasonable fluency (Beginning, Early Intermediate, or Low Intermediate) on the California English Language Development Test (CELDT).

English Language Development (ELD) is delivered to English Learners on a consistent basis, while FEP or English Only (EO) scholars participate in other forms of expressive language (i.e., recitation of poetry, storytelling, speeches, and/or debate). Specially Designed Academic Instruction in English (SDAIE) strategies and techniques are incorporated throughout instruction to deliver grade-level standards and content in a way that is comprehensible to English Learners. SDAIE has the side benefit of providing clearer instruction to all scholars. Primary language support is also utilized when needed. Activities that promote a positive self-image and cross-cultural understanding are part of the curriculum.

Parents of English Learners may request an alternative program for their children. In a Transitional Bilingual Program, the scholars' primary language is used, with the goal of transitioning into mainstream English instruction as quickly as possible (typically, within three to four years). In a Dual Language Immersion Program, bi-literacy is the goal, and scholars are taught in two different languages with an agreed percentage split between English and a second language. However, for alternative programs to be offered, there needs to be at least 20 or more parents in a single grade level that agree to have their children participate in the requested program.

Reclassified English learners (R-FEP) are initially designated as English Learners, but have met specific criteria in terms of performance on the CELDT and mastery of grade-level standards. They are closely monitored through the sixth grade to ensure they continue to make academic progress as measured by informal and formal classroom assessments and standardized tests. The expectation is that they progress in a manner that is at least equivalent to their native English-speaking peers. If this does not occur, then additional instructional support must be provided.

Excursions

Part of the uniqueness of GOALS Academy is the highly enriched curriculum, including a variety of learning excursions. Parents will be asked to complete an Excursion Permission Slip at the beginning of the school year. Then, on a monthly basis, teachers will inform parents of various times the scholars will be transported off campus to locations such as the Anaheim Central Public Library, Anaheim Ice, Bowers Museum, California State University at Fullerton, Mother Colony House, Discovery Center, Muzeo, etc. For every field trip, there will be at least two adults present (i.e., teacher and instructional assistant). Based upon space availability, parents/guardians are also welcomed to attend.

Homework

Homework, if assigned appropriately, should be at each child's level, both academically and developmentally. Children in Transitional Kindergarten, Kindergarten, and Grade 1 may need direct support from parents/guardians to complete homework. However, in Grades 2-6, children should be able to complete their assigned homework independently. If an assignment is not at an appropriate academic or developmental level, parents/guardians may send a note with the child, and this will serve as a valid reason for an incomplete assignment. Additionally, if there is a special family event or an enriching experience that makes homework completion difficult, this will also be accepted as a valid reason with the verification of a note. There are many ways to learn in life, and the goal is to not let homework get in the way of other authentic learning experiences.

One form of homework that will be recommended as a daily activity is reading. At the younger ages, this involves someone at home reading orally to a child for 15 minutes or more. When a child is capable of reading independently, this should be expanded to 30 minutes or more of reading a book of his/her choice. Additionally, all children will be asked to maintain a Shared Home/School Journal regarding their experiences at school. A younger child may draw a picture and dictate a sentence that a parent/guardian writes under the picture. When a child is capable of writing independently, a drawing is optional and a few sentences or a paragraph will be the

expectation. The completion of a journal entry will typically take 10 minutes. The Shared Home/School Journal is a means of ensuring parents/guardians and teachers are informed of the children's experiences at school and can effectively respond to any expressed concerns. Other forms of assigned homework will not exceed an additional 20 minutes, for a total of 45 minutes in Grades TK-1 and 60 minutes in Grades 2-6. If children are involved in the after-school GOALS Program, time will be provided for homework completion.

Independent Study

Independent Study procedures apply to scholars who are absent for reasons other than illness for three days or more. Scholars who participate in the Independent Study Program must receive advanced approval (minimum three days) from the GOALS Academy director and teacher by completing an Independent Study Agreement. This agreement enables scholars to receive attendance and school credit for work completed during their absence. The director and office coordinator will coordinate the Independent Study Agreement. The "due date" for an absent scholar's Independent Study assignments shall be the day the scholar returns to classroom attendance. Parties (teacher and scholar) are not obligated to enter into this agreement.

LOST/DAMAGED INSTRUCTIONAL MATERIALS

GOALS Academy will provide all instructional materials free of charge to the scholars of the school. This includes textbooks, library books, specialized equipment, and technology. Scholars are expected to be responsible for the materials they use. However, if materials are damaged through negligence or lost, then parents/guardians are expected to pay the replacement cost for the materials. Payment will be arranged through the school office. To teach the value of taking care of materials provided by GOALS Academy, it is recommended that the parents/guardians assign their child extra duties at home to earn the payment to replace the materials.

MANDATED REPORTERS

While everyone should report suspected child abuse, The California Penal Code provides that it is a crime for certain professionals and laypersons to not report suspected child abuse to the proper authorities. This legal mandate includes all staff members of a school. School personnel are expected to report the known or suspected child abuse to a child protective agency immediately, or as soon as practically possible, by telephone. Additionally, school personnel are legally bound to prepare and send a written report within 36 hours of receiving the information concerning the incident.

California Penal Code 11172, subdivision (e) gives mandated reporters who report suspected cases of child abuse absolute immunity, both civilly and criminally, for making such reports. However, any mandated reporter who fails to report an instance of child abuse as required by the Child Abuse Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months or \$1,000, or both.

MEALS AND NUTRITION

The Family Nutrition Education Services Act requires GOALS Academy to notify parents/guardians of the process for qualifying for nutritionally adequate free, or reduced price meals. Information about this program, as well as an application form, are provided to parents/guardians of every scholar enrolled in the school. Completion of the application is voluntary. However, all families are requested to complete the application or indicate on the form, "I decline consideration for this service." Information contained in the completed application will be used by school personnel to identify scholars eligible for specified services under the National School Lunch Program, which include free or reduced price breakfast and lunch. Qualification for services is based upon specified family size and income standards. All information will be kept confidential. Parents/guardians are required to notify the office staff of all food allergies their child may have, as well as other types of dietary restrictions.

PARENTS RIGHTS TO INFORMATION

GOALS Academy will provide information to parents/guardians in English and in their home language if 15% or more of the school's population require that specific language. The school will also develop and adopt a policy with parents'/guardians' input that outlines the home/school partnership to educate the children attending the school. The completed document will be titled the Parent/Guardian Involvement Policy, and it will include the Home/School Contract. Parents'/guardians' language will not pose a barrier to their access to information from and full participation in the school.

PROMOTION/RETENTION

Typically, scholars will progress annually from one grade level to the next in sequential order. However, California State Law mandates that scholars meet grade level standards for promotion to the next grade level. Scholars that are struggling with the grade-level curriculum will be provided additional learning opportunities to help them meet the required standards. After a thorough analysis of each scholar's progress, recommendations will be made to promote or retain. The parents/guardians will be notified as early in the school year as possible if their child is at risk of retention. Retention of a scholar at a grade level may occur only after prior notification and explanation to the student's parent/guardian. Parents have a right to appeal the decision to retain.

If parents/guardians feel it would be beneficial to advance their child to a grade level beyond his/her current grade level in the same school year, the following process should be followed. First, speak to the child's teacher. If the teacher agrees that the child needs to be challenged more academically, then request a meeting with the director to discuss the child's placement. If the child has not already been identified as gifted and talented, ask that s/he be assessed for the program. At GOALS Academy, GATE identification results in specialized teaching/learning in a GATE cluster rather than a separate class. An advanced scholar, whether GATE identified or not, may also attend a portion of the day in a grade level above his/her current grade level for academic areas requiring accelerated learning. If there is a need for a complete acceleration, then placement in a class that is one grade level above the Normal Grade Placement will be considered. However, it is important to consider the short-term and long-term social/emotional needs of the child, as well as the academic needs. The decision for accelerated grade advancement will be made with input and decision-making by the home and school.

RECORDING DEVICES

Recording devices (i.e., tape recorder, still camera, or video camera) may not be used by any parent/guardian or visitor in a classroom or on the playground without a teacher's or director's permission. This protects the privacy of the scholars as they learn and play, as well as the teacher as s/he teaches. During special events, such as assemblies and performances, a parent/guardian or visitor may use recording devices without permission from a teacher or director.

GOALS Academy staff members will take pictures and videos of scholars on campus and during field trips. These pictures and/or videos may be used in various school publications and/or on the school's web page and Facebook. However, as a form of respect for each scholar's privacy, the pictures and/or videos will not include the scholar's name unless permission has been given by the parents/guardians. On occasion, outside media organizations may want to take pictures and/or videos to be used in publications and news segments. Again, the scholar's name will not be used unless parents'/guardians' permission has been given.

Under special circumstances, parents/guardians may feel a need to avoid public displays of a child's image. It is important to provide the school with a written request to avoid the publication of images. This request will be honored as much as possible. The only challenge may be group pictures or videos. However, if parents/guardians view a group picture including their child on display in a GOALS Academy publication, web page, or on Facebook, it will be removed as quickly as possible after being informed by the parents/guardians.

SCHOLAR RECORDS

In the course of your child's education, GOALS Academy will keep comprehensive records. Parents/guardians may make a written request to review these records during regular school hours. After reviewing the records, parents/guardians may file with the director a written request to correct or remove from his/her child's records any information concerning the child which is alleged to be inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, or not based on the personal observation of a named person with the time and place of the observation noted.

These records are secured to protect the privacy of the scholars' and their families. The following procedures are in place:

- GOALS Academy staff shall be responsible for the security of scholars' records and shall maintain a log of persons accessing such records.

- Access to the records is limited to individuals, officials, or organizations with a legitimate educational interest in the scholars.
- No information shall be released when parents/guardians have notified GOALS Academy not to release such information.
- Access to a scholar's records and information shall not be denied to a parent because s/he is not the child's custodial parent.
- Those granted access are prohibited from releasing information to another person or agency without written permission from the parents/guardians.

Access to Records without Parents'/Guardians' Consent

There are occasions when a school is mandated to release a scholar's records, even without parents'/guardians' consent. These include the following situations:

- A judge or probation officer may access a scholar's records without parents'/guardians' consent to present evidence in a truancy petition or to conduct a truancy mediation program for a scholar. The judge/probation officer must provide written certification that records shall be used for truancy purposes only.
- Any county placing agency may access a scholar's records for educational case management required by the juvenile court to assist with school transfer or enrollment.
- GOALS Academy shall release directory information or a scholar's records to law enforcement officials conducting a criminal investigation or the minor scholar's counsel of record without parental consent.

Transfer of Records from School to School

Whenever a scholar transfers from one school to another, the former school shall transfer the scholar's permanent records to the school where the scholar intends to enroll. This transfer of records is initiated by the receiving school. GOALS Academy, upon the registration of a new scholar, will inform the parents/guardians of their right to view the received records and challenge the contents of the record. The notification of the parents'/guardians' rights in this area is provided in this Home/School Handbook.

A complaint may be filed with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

Family Policy Compliance Office
U. S. Dept. of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

SCHOOL ACCOUNTABILITY REPORT CARD

Copies of the School Accountability Report Card will be posted on the website for GOALS Academy (<http://goalsacademy.us/>). A paper copy of this document will also be available upon request. The school's Safety Plan is also referenced in this document and will be on file. This information will be added in the 2017-2018 School Accountability Report Card.

SCOOTERS, SKATES, SKATEBOARDS, AND BICYCLES

Unless a special case is made by parents/guardians, scooters, skates, and skateboards are not permitted at GOALS Academy. An exception occurs if parents/guardians are with their child while s/he uses a scooter, skates, or a skateboard on his/her way to or from school. But, the parents/guardians must then take possession of these devices to avoid having them remain on campus. Scholars may ride bicycles to school in Grades 4, 5, and 6. In order to maintain this privilege, scholars must follow the bicycle safety rules below:

- Wear a bicycle helmet per California Vehicle Code (Section 21212)
- Know and follow bicycle traffic laws
- Determine with parents/guardians a safe route to school

- Park and lock bicycle in the designated area on GOALS Academy campus
- Remain away from bicycle area during school hours
- Walk bicycle to and from bike rack, and do not ride bike on any part of the school's facilities

SEX OFFENDER INFORMATION (MEGAN'S LAW)

It is law enforcement's responsibility to notify parents/guardians and other community members about the presence of a "high risk" offender. If the Director of GOALS Academy or the Executive Director of GOALS believes parents/guardians should be notified of the presence of either a "high risk" or "serious" sex offender in the community, GOALS Academy shall contact local law enforcement to request a broader notification.

SPECIAL EDUCATION

Partnership with the El Dorado SELPA

For the 2017-2018 school year, GOALS Academy will be under the El Dorado SELPA (Special Education Local Plan Areas), which is also joined by many charter schools throughout California. GOALS Academy will provide its own Special Education Services on campus.

Definition

"Special Education" means specifically designed instruction that is provided to scholars with exceptional needs when those needs cannot be met with modification of the regular instructional program. This instruction and related services are provided at no cost to the parents/guardians. Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled in a manner that is appropriate to the needs of both. Special education provides a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment. Parents/guardians are entitled to receive a full explanation of procedural safeguards upon referring their child for an evaluation to identify possible exceptional needs. Parents/guardians are entitled to a description of any proposed action regarding their child and the basis for such action. They are entitled to give voluntary consent for educational evaluation and placement and to participate in instructional planning meetings for their child.

Reasonable Accommodation: Accessibility of Programs

Interested persons, including vision or hearing impaired persons, can obtain information regarding services, activities, and facilities that are accessible and usable by handicapped persons in order to provide access to educational programs and extracurricular activities.

Child Find

Under Federal law, each SELPA is charged with the responsibility to seek, locate, identify, and screen all children who are in need of special education services, even before children begin school. Information regarding special education programs and the referral process for children who have not entered school yet is available by contacting the SELPA in your residential area, which can be found at the following link:

<http://www.ocde.us/SPED/Pages/SELPAS.aspx>.

Procedural Safeguards

Parents/guardians of scholars with disabilities have the right to examine relevant records and to an impartial hearing and review procedure.

Opportunity to Present Complaints

Individual with Disabilities Education Act (IDEA) grants parents/guardians an opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education to your child. Parents/guardians are encouraged to file their complaint directly to the GOALS Academy through the director. A meeting will be scheduled to discuss the complaint. The complaint will then be investigated in a timely manner and an attempt made to resolve the

concerns. If the dispute remains unresolved, either the parents/guardians or the school may refer the case for dispute resolution. Such a request should be filed with the director, who will work in partnership with designated parties in the EI Dorado SELPA.

Dispute Resolution/Mediation

It is the intent of the Legislature that parties to Special Education disputes be encouraged to seek resolution through mediation prior to filing a request for a due process hearing. It is also the intent of the Legislature that these voluntary mediation conferences be an informal process conducted in a non-adversarial atmosphere to resolve issues to the satisfaction of both parties. If the mediation conference fails to resolve the issues to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a state-level hearing. Any individual, public agency, or organization may file a complaint if it is believed that the school and/or partnering district is not complying with federal or state laws or regulations pertaining to Special Education and related services for a child. A review of the complaint will be made in a timely fashion. A complaint must be in writing and all relevant facts specified. A complaint should be filed with GOALS Academy, the EI Dorado SELPA, or the federal or state government at the following addresses:

GOALS Academy
412 W. Carl Karcher Way
Anaheim, CA 92801
Attention: Director

EI Dorado County Charter SELPA
EI Dorado County
Office of Education
Placerville, CA 95667

State Superintendent of Public Instruction
California State Department of Education
Compliance Unit, 721 Capitol Mall
Sacramento, CA 95814

United States Department of Education
Office for Civil Rights
Old Federal Building, 50 United Nations Plaza
San Francisco, CA 94102

If further information is desired regarding the rights of disabled students and their parents/guardians or the complaint procedure, call the EI Dorado SELPA at (530) 295-2462 or the Orange County Department of Education.

Federal Medicaid Reimbursement

GOALS Academy, in cooperation with the California Departments of Health Services and Education, has a program to allow our school to be reimbursed with federal Medicaid dollars for selected health services (such as hearing and vision screenings, health assessments) provided to eligible scholars at school. In accordance with established guidelines, you are being notified that eligible records may be forwarded to the appropriate billing agency. These records will be forwarded in a confidential manner. Our vendor holds a contract with GOALS Academy that contains a specific confidentiality clause to ensure information is not disclosed inappropriately; further, our vendor is HIPAA compliant (Federal Health Insurance Portability & Accountability Act). School health services currently provided to all scholars will not be changed by this program. Scholars will not be denied services they require to attend school, and parents/guardians will never be billed for services by GOALS Academy.

Section 504 Rehabilitation Act/Nondiscrimination

GOALS Academy does not discriminate on the basis of race, color, national origin, actual or perceived sex (including sexual harassment), disability, or age in any of its policies, procedures, or practices in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the

Education Amendments of 1972 (pertaining to sex), Section 504 of the Rehabilitation Act of 1973 (pertaining to disability), and the Age Discrimination Act of 1975 (pertaining to age). This nondiscrimination policy covers admission and access to, and treatment and employment in, GOALS Academy's programs and activities. No otherwise qualified individual in the United States shall, solely, by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The Rehabilitation Act of 1973 defines a person with a disability as anyone who has a mental or physical impairment that substantially limits one or more major life activity. Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This includes a person who has a record of such impairments, or is regarded as having such impairments.

In order to fulfill its obligation under Section 504, GOALS Academy recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and scholars. No discrimination against any person with a disability will knowingly be permitted in any the programs or practices in the school. GOALS Academy has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if the scholar is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parents/guardians disagree with the determination made by the professional staff of the school, they have a right to examine relevant records and a right to a hearing with an impartial hearing officer.

Inquiries regarding the equal opportunity policies, the filing of grievances, or the obtaining of a copy of the grievance procedures covering discrimination complaints may be directed to:

Director of GOALS Academy
412 W. Carl Karcher Way
Anaheim, CA 92801

GOALS Academy recognizes its obligation to provide overall program accessibility throughout the District for disabled persons. Contact the Compliance Officer to obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by disabled persons.

Inquiries regarding Federal laws and regulations concerning nondiscrimination in education or GOALS Academy's compliance with those provisions may also be directed to:

Office for Civil Rights
U.S. Department of Education
Old Federal Building
50 United Nations Plaza, Room 239
San Francisco, CA 94102

TECHNOLOGY

GOALS Academy will provide Internet services to scholars and staff, as well as parents/guardians volunteering in the school. Access is important since many educational resources are available on the Internet, and scholars need to be able to use learning resources, complete research assignments, and collaborate with others via the Internet. Teachers will set specific guidelines for appropriate classroom use of technology and review them with their scholars on a regular basis.

Filtering

To comply with the Children's Internet Protection Act (CIPA), GOALS Academy will have network filters in place to guard against access to inappropriate material on the Internet. While extremely effective, no system is entirely reliable. Therefore, scholars will not have access to the Internet without adult supervision at the school. Even then, it is impossible for the school to restrict access to all advertising and controversial materials. We support and respect parents'/guardians' right to decide whether or not to permit their child's access.

Cyberbullying, Internet Safety, Social Networking, and Activity Monitoring

Both CIPA and the Broadband Data Improvement Act require schools that receive federal E-Rate funds to educate minors on appropriate online behavior, including cyberbullying awareness/response and interacting with other individuals on social networking sites and in chat rooms. GOALS Academy complies with the CIPA requirement to monitor online activities of all minors. State Education Code defines harassment or bullying by electronic means equivalent to harassment or bullying by physical or verbal means and can therefore be punished by suspension or expulsion.

Technology Instruction

Teachers use technology regularly with meaningful activities that support the classroom curriculum. The computers are equipped with software has been carefully selected by education technology specialists to provide curricular support across all content areas. Classrooms have access to Internet-connected computers. The intent is to empower scholars and teachers to explore a multitude of learning activities, libraries, databases, museums, etc., and to communicate with other Internet users around the world. A teacher will always be present when scholars are on the Internet. When applicable and practical, teachers will preview web sites used in instruction prior to the lesson or activity.

The Internet provides access to a variety of communication tools for use in the classroom. While GOALS Academy blocks or filters access to many websites, we understand that scholars need to be prepared to deal with the technologies they encounter online. Therefore, teachers will educate scholars about appropriate online behavior, cyberbullying, and interacting with other individuals on social networking websites and in chat rooms.

Scholars without Parents'/Guardians' Permission to Use the Internet

Scholars without permission to use the Internet will be assigned alternative work in another location and will not learn online encyclopedia research and online information literacy skills, as well as cyberbullying awareness, online behavior and social networking interaction. GOALS Academy also utilizes Internet-based mathematics and reading programs, and an online streaming video service that teachers use to show educational videos about subjects they are teaching. Scholars who are not allowed on the Internet will not have the same learning experience as other scholars in the classroom. If a parents/guardians do not want their child on the Internet for educational purposes, they must make the request in writing to the director of GOALS Academy.

Internet Agreement

A scholar is authorized to use GOALS Academy's online services with the staff's supervision when the scholar and his/her parents/guardians read, discuss, and agree to the following:

Responsible Use

- Technology, including electronic communication, should be used for appropriate educational purposes only and should be consistent with the educational objectives of GOALS Academy.
- Scholars must behave ethically and responsibly, and they must only access technology when supervised by a GOALS Academy staff member.
- Copyright laws will be followed when utilizing, modifying, downloading, or installing computer programs, files, or information belonging to others.
- Wasting or abusing school resources through unauthorized system use (e.g. playing online games, downloading music, watching video broadcasts, etc.) is prohibited.
- Altering computers, networks, printers, or other equipment is prohibited except as directed by a staff member.
- Scholars must keep all personal information private and not place it on the Internet or in electronic communications.
- Scholars must immediately tell the teacher or another adult if they receive any messages that are inappropriate or make them feel uncomfortable.
- Scholars must not log into an account other than their own.
- If scholars find an inappropriate site or image, they must immediately minimize the program and contact the teacher or staff member supervising them.
- Scholars will create, publish, submit, or display materials/media that are specific to classroom instruction

or projects approved by the teacher. Materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal are prohibited and must be reported immediately.

- Scholars may use devices to record, transmit, or post photographic images, sound, or video only for educational purposes when directed by school staff.
- Scholars shall adhere to all laws and statutes related to issues of copyright or plagiarism.
- GOALS Academy's network will filter all Internet use, and scholars will not attempt to bypass any filtering.
- Devices may only be used to access files on computer or Internet sites that are relevant to the classroom curriculum. Games are only permitted when allowed by staff.
- GOALS Academy may review files and communications to ensure responsible use.
- Any bullying or harassment that is done at any time (on or off campus) with a computer or any type of communications device will result in discipline at school up to and including expulsion, legal action, or prosecution by the authorities.

Bring Your Own Device Standards for Responsible Use

- When allowed to use personal devices, scholars must use the GOALS Academy filtered wireless network during the school day on personal electronic devices. Scholars may not use personal data plans while at school.
- Scholars' cell phones and other electronic devices are only allowed to be used on campus with permission from the teacher or site administrator.
- Scholars assume the risk if they bring personal devices to school. The school will not investigate or look for lost/stolen devices.
- Scholars' cell phones and other electronic devices will be in the off position during testing or assignments unless allowed by staff.
- Scholars may only print from personal devices when allowed by staff.
- GOALS Academy has the right to collect and examine any device that is suspected of causing problems that violate either a school rule or law of the state of California as defined in the California Education Code.

Consequences for Violation

- Suspension or revocation of information network access and privileges
- Suspension or revocation of computer access
- School suspension or expulsion
- Legal action and prosecution by the authorities

Publishing Student Work on the Internet

The Internet provides GOALS Academy with a way to highlight scholars' accomplishments. There will be opportunities to publish scholars' work and share photographs and videos of special school events. Parents/guardians need to understand that their child's work and participation in events (written, video, or photograph) may be published on the Internet. However, unless permission is given, the scholar's name will not be associated with the work or participation in an event. If parents/guardians do not want their child's work or image to appear online, please make the request in writing with the director of GOALS Academy.

Parents'/Guardians' Acknowledgement

Via the GOALS Academy Home/School Handbook, I have been informed of the expectations regarding Internet use. In the event that my child does not follow these rules, I understand that s/he will face appropriate discipline by school personnel and/or be subject to legal action.

TITLE I REQUIREMENTS

Because GOALS Academy has scholars who qualify for Title I Services (approximately 65%), the school has developed and submitted a Single School District Plan. In order to qualify for Title I Funds, the following practices must be in place.

Required Communications

- A school receiving Title I funds must annually inform parents/guardians of their right to request information regarding the professional qualifications of their child's teacher including, at a minimum:
 - Whether the teacher has met state credential or license criteria for grade level and subject matter taught
 - Whether the teacher is teaching under emergency or other provisional status
 - The baccalaureate degree major of the teacher and any other graduate certification or degree held
 - Whether the child is provided services by paraprofessionals, and, if so, provide their qualifications
 - Whether their child is taught for four consecutive weeks by a teacher who is not "highly qualified"
- Notify parents/guardians promptly if their child's school is identified for school improvement, which results in the following forms of communication
 - Explain any corrective action taken
 - Notify parents/guardians of their option to transfer their child to another public school
 - Notify parents/guardians of the availability of supplemental educational services and approved service providers
- Develop jointly with and distribute to parents/guardians a written Parent Involvement Policy

Parent/Guardian Involvement

Parent/guardian involvement is essential under Title I, which is designed to improve the academic achievement of disadvantaged scholars with an effective home/school partnership. Title I programs, activities, and procedures shall be developed and agreed upon with parents/guardians of participating scholars.

The director of GOALS Academy will implement the following:

- Involve parents/guardians in the joint development of the school's Title I plan and the process of school review and improvement of the plan
- Provide the coordination, technical assistance, and other support necessary to plan and implement effective parent/guardian involvement activities to improve scholar's academic achievement and school performance
- Build the capacity for strong parent/guardian involvement
- Coordinate and integrate Title I parent involvement strategies with parent involvement strategies under other programs
- Conduct, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the school served by Title I, including:
 - Identifying barriers to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - Using evaluation findings to design strategies for more effective parent involvement
 - If necessary, revising school parent involvement policies
- Involve parents/guardians in the activities of schools served by Title I
- This policy shall be distributed to parents/guardians of participating students and incorporated into GOALS Academy's Title I plan.

TRANSPORTATION

While there is no transportation to and from GOALS Academy, there are frequent field trips that may require bus transportation. It is important that the scholars make appropriate choices while being transported on the bus. Rules include:

Bus Loading and Unloading

- When the bus comes to a complete stop and the driver opens the door, move forward and avoid pushing or shoving.
- Wait for the driver to escort you if you must cross a street.

- Hold onto the handrail as you go up and down the steps.
- Do not crowd the aisle.

Riding the Bus

- Put on your seatbelt (if the bus has seat belts).
- Face forward at all times.
- Remain in the same seat, and stay seated at all times.
- Keep your hands, feet, and objects to yourself.
- Do not eat, drink, or chew gum.
- Talk quietly to people in your same seat.
- Open or close windows with the driver's permission only.
- Keep hands, arms, and head inside the bus.
- Do not hold or throw any object outside of the bus.

Consequences

The safety of the GOALS Academy scholars is of the utmost concern, and this is especially critical when it involves bus transportation. If a scholar persists in behaving unsafely on the bus, a parent/guardian conference (either by phone or in person) will be initiated. During the conference, a plan of action will be developed. In rare situations in which the plan of action does not positively alter the scholar's behavior, s/he may lose bus privileges. Then, when there are field trips, the parents/guardians will need to transport their child, or s/he will miss the field trip.

UNIFORM COMPLAINT PROCEDURES

GOALS Academy is responsible for compliance with applicable state and federal laws and regulations. The school has adopted policies and procedures for the investigation and resolution of complaints alleging failure to comply with applicable state and federal laws. Copies of GOALS Academy complaint procedures are available free of charge. Both the Director of GOALS Academy and the Executive Director of GOALS will serve as the school's compliance officers and will monitor the implementation of the school's uniform complaint procedures. Any complaints or allegations regarding noncompliance with applicable state and federal laws must be submitted in writing to the director and/or executive director. GOALS Academy also maintains a procedure for registering a complaint regarding the performance or behavior of a teacher or other staff members. Typically, concerns are expressed and resolved by holding a conference with the director of the school.

Scope of Uniform Complaint Procedures

The uniform complaint procedure is applicable to the following programs administered by the California Department of Education, as well as areas identified in the Williams Lawsuit:

- Childcare and development
- Child nutrition
- Consolidated categorical aid
- Migrant education
- Special education
- Vocational education
- Teacher vacancy or misassignment
- Insufficient or poor condition of educational materials
- Unsafe facilities

This procedure also applies to complaints that allege unlawful discrimination on the basis of ethnic group identification, religion, age, sex, perceived sex, color, or physical or mental disability, in any program or activity conducted by GOALS Academy.

Who May File a Complaint

A complaint may be filed by an individual, including a person's duly authorized representative or any interested third party, public agency, or organization. Individuals who may file complaints include GOALS

Academy scholars, employees, and parents/guardians. GOALS Academy provides assurances regarding protection against retaliation and provisions of confidentiality.

Filing a Complaint and Timeline

A written complaint alleging unlawful discrimination shall be filed by one who alleges that s/he has personally suffered unlawful discrimination, or by one who believes an individual or any specific class of individuals has been subjected to prohibited discrimination and evidence relevant to the complaint can be presented during the process. A complaint alleging unlawful discrimination shall be filed with the Director of GOALS Academy and/or the Executive Director of GOALS. This must occur no later than six months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination. A complainant may file a written request for an extension of time for filing a complaint of unlawful discrimination with the State Superintendent of Public Instruction. The District has 60 days from the date the complaint is received to investigate and render a decision.

Appeals

Any complainant(s) may appeal a GOALS Academy decision to the State Superintendent of Public Instruction by filing a written appeal with the Superintendent within 15 days of receiving GOALS Academy's decision. The complainant shall specify the reason(s) for appealing the District decision. The appeal shall include a copy of the original complaint and the school's decision.

Civil Law Remedies

A complainant is not required to exhaust the GOALS Academy Uniform Complaint Procedure prior to pursuing civic law remedies. Civil law remedies include legal and equitable actions filed in California and Federal courts. Statutory authority for such actions includes, but is not limited to, the following:

- California Education Code Sections 200, et seq. prohibition of sex discrimination
- California Government Code Sections 11135 prohibition of discrimination in programs funded by the state
- Title VI, Civil Rights Act of 1964 (42 U.S.C. Section 2000d) prohibition of race, color, or national origin discrimination
- Title IX, Education Amendments of 1972 (20 U.S.C. Sections 1681, et seq.) prohibition of sex discrimination
- Sections 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794) prohibition of discrimination of disabled persons
- Americans with Disabilities Act (42 U.S.C. Sections 12101, et seq.) prohibition of discrimination against disabled persons

Direct State Intervention

A complaint may be filed directly with California Department of Education, without first exhausting the GOALS Academy Uniform Complaint Procedure, if one or more of certain conditions exist (Title 5 California Code of Regulations Section 4650). For more information regarding the right to direct state intervention, please contact the school's Complaint Officers.

Federal Review Rights

If the California Superintendent of Public Instruction elects to withhold funds from GOALS Academy in a program governed by federal regulations relating to state-administered federal grant programs, the school has a right to appeal pursuant to 34 Code of Federal Regulations Section 76.401.

Additional Information

For more information regarding Uniform Complaint Procedures or assistance with the process, please call or contact:

GOALS Academy
412 W. Carl Karcher Way

Anaheim, CA 92801
Attention: Director of GOALS Academy or Executive Director of GOALS
714-956-4625

VOLUNTEERS

GOALS Academy actively encourages volunteerism in order to provide additional support and enrichment to the scholars and assistance to the staff. Volunteers include parents/guardians, college scholars, senior citizens, and other individuals that wish to give the gift of their time and talents. GOALS Academy has different requirements for Tier 1 and Tier 2 volunteers. The requirements are prompted by a desire to ensure the safety of the scholars on campus.

Tier 1 Volunteers – Direct Support

Tier 1 Volunteers may provide direct support to the scholars, with and without direct supervision by the staff. The direct support includes activities such as:

- Providing child care
- Tutoring for academics
- Coaching for sports
- Mentoring in area of interest/talent
- Serving as a field worker or student teacher

To serve as a Tier 1 Volunteer, the following requirements must be met:

- Finger printing through Live Scan Service
- Tuberculosis clearance within a six-month period
- Sign in and out at the office, and wear a volunteer badge

Tier 2 Volunteers – Indirect Support

Tier 2 Volunteers work under the direct supervision of the GOALS Academy Staff, and they have limited contact with the scholars of the school. The indirect support includes activities such as:

- Supporting F.A.S.T. (Family and Staff Team)
- Supporting the SSC/ELAC (School Site Council and English Learner Advisory Committee)
- Chaperoning on a field trip under the direct supervision of staff
- Providing office support
- Working on maintenance projects at the school

To serve as a Tier 2 Volunteer, it is necessary to sign in and out at the office, and to wear a volunteer badge.