

Policy:

The Governing Board has a responsibility to continually reexamine school programs and practices to determine their effectiveness in serving all students. Review and evaluation procedures shall provide a mechanism for ensuring accountability to parents/guardians and the community.

To enable the Board to fulfill these responsibilities, the Director shall identify and/or develop appropriate measures to ensure accountability. These measures shall be integrated and consistent with the state's accountability system and may include, but not be limited to, measures to evaluate student achievement, parent/guardian involvement, and other school goals.

Procedure:

1. The Director shall regularly report to the Board regarding progress toward the school's vision/direction and goals and the implementation of comprehensive plans.
2. Ongoing school processes, such as the Board's evaluation of the Director, policy reviews, curriculum adoption, budget adoption and staff development program, shall also be used to support school progress towards achieving the vision/direction.
3. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of the school's review and evaluation process.
4. Evaluation results may be used as a basis for implementing programmatic changes, determining the need for additional support or assistance, awarding incentives or rewards, and establishing other performance-based consequences.
5. Evaluation results shall be reported to parents/guardians and the community.
6. Each July, the Board shall, at a regularly scheduled meeting, discuss the results of each school's annual ranking on the statewide Academic Performance Index.

First Reading: 1-11-06

Second Reading: 2-2-06

Adopted: 2-2-06

Policy:

The Governing Board desires to provide a high-quality education for all students, including those with disabilities. The Board recognizes that all individuals with disabilities have the right to receive a free and appropriate public education.

The school shall provide special education instruction and services for individuals with exceptional needs in accordance with the federal Individuals with Disabilities Education Act.

Modifications and/or special services and aids shall also be provided as needed for students who are eligible for services under Section 504 of the federal Rehabilitation Act of 1973, the Americans with Disabilities Act and related federal regulations.

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the school participates as a member of the Special Education Local Plan Area (SELPA).

The Director shall extend the school's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this school, with the exception of those that apply to complaints, unless the local plan specifically authorizes the school to operate under its own policies and regulations.

In accordance with selection procedures described in the SELPA plan, the Board shall appoint school representatives to the SELPA's community advisory committee. This committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian education, and support activities on behalf of individuals with exceptional needs.

Information shall be provided concerning the number of individuals with exceptional needs who are being provided special education and related services. This information may be included as part of the SELPA plan.

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Adoption: 2-2-06

Policy:

The Governing Board believes that careful planning is essential to effective implementation of school programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement and provide stability in school operations.

The Director shall develop comprehensive plans for the implementation of the school's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

Comprehensive plans may be subject to review and approval by the Board.

Procedure:

The process for developing comprehensive plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.

In addition, school-level plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, school vision, Board policies, administrative regulations, and school wide plans. School plans may be subject to review and approval of the Director and/or the Board.

First Reading: 1-11-06

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Adoption: 2-2-06

Policy:

The Governing Board shall adopt long-term goals for achieving the school's overall vision for its schools as well as clear performance standards and benchmarks which can be used to determine if the school is meeting these goals. Goals shall be limited in number so as to be reasonably achievable within established timelines.

The Director may establish short-term, interim objectives and comprehensive plans to ensure adequate, regular progress toward the school's long-term goals.

The school's goals are to:

1. Maintain safe, healthful, and orderly schools which promote learning.
2. Provide appropriate instruction to meet the varied academic and career goals of students by identifying and responding to individual student needs.
3. Ensure that all students achieve academic proficiency in essential areas of skill and knowledge.
4. Provide for the specialized needs of identified groups of students.
5. Develop each student's self-respect, respect for others, appreciation for diversity and sense of personal responsibility.
6. Provide time and resources for collaboration, planning, and professional development for all staff.
7. Maintain fiscal integrity for the school.
8. Improve the organization, management and decision-making structure, and capabilities of the school to better support the education of students.
9. Employ technology in ways that enhance learning, teaching and non-instructional operations.
10. Provide and maintain facilities to meet the needs of present and future students.
11. Maintain positive relations with parents/guardians and the community, emphasizing communication, and inviting participation in the schools.
12. Collaborate with other public agencies and private organizations to ensure that children's physical, social, and emotional needs are met.

13. Provide a system of shared accountability for student achievement with clear performance standards and consequences.

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Adopted: 2-2-06

Policy:

The Governing Board is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

School programs and facilities, viewed in their entirety shall be readily accessible to and usable by individuals with disabilities. In addition, new construction and alterations to facilities existing before January 26, 1992, shall be accessible when viewed in their entirety.

The Director shall ensure that the school provides auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the Director if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

The Director shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the school's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups.

The Director shall also provide information about related complaint procedures.

To the extent possible, the school's nondiscrimination policy shall be published in the individual's primary language.

First Reading: 1-11-06

Second Reading: 2-2-06

Policy:

As part of its responsibility to establish a guiding vision for the school, the Governing Board shall develop and regularly review a set of fundamental principles which describes the school's beliefs, values, or tenets. The Board and school staff shall incorporate this philosophy in all school programs and activities.

It is the philosophy of the school that:

1. All students can learn and succeed.
2. Every student in the school, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
4. A safe, nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's schooling.
6. The ability of children to learn is affected by social, health, economic conditions, and other factors outside the classroom.
7. Early identification of student learning and behavioral difficulties contribute to student success.
8. Students and staff respond positively to high expectations and recognition for their accomplishments.
9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
10. The diversity of the student population and staff enriches the learning experience for all students.
11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.
12. A high level of communication, trust, respect, and teamwork among Board members and the Director contributes to effective decision making.

13. The community provides an essential resource to the educational program.
14. Effective communication with all stakeholders helps build support for the schools.
15. Accountability for the school's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

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Second Reading: 2-2-06

Adopted: 2-2-06

Policy:

The Governing Board views school accountability report cards as an excellent way to inform the community about conditions, needs and progress at each school and to help provide data by which parents/guardians can make meaningful comparisons between schools. In addition, the process of developing the report cards gives the school staff opportunities to review achievements, identify areas for improvement, enlist local support, and establish a vision for the future.

Procedure:

The Director shall maintain a process for developing annual report cards for the school site with input from all segments of the school community. After the report cards are issued, the Director shall provide opportunities for staff and the community to discuss their content and strategies for communicating the information contained in the cards to all stakeholders.

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Second Reading: 2-2-06

Adopted: 2-2-06

Policy:

The Governing Board encourages school employees, students, parents/guardians and other members of the school community to develop school plans designed to meet the specific needs at individual school sites. The Board may approve or disapprove school plans as necessary in order to fulfill the school's mission, accomplish the Board's adopted goals and/or comply with legal requirements.

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Second Reading: 2-2-06

Adopted: 2-2-06

Policy:

The Governing Board recognizes that technology can greatly enhance the instructional program as well as the efficiency of school and school site administration. The Board also realizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

The Director shall develop a plan to address the short- and long-term technology needs of the school and provide for compatibility of resources among school sites, school offices, and other school operations. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

The Director may appoint a technology committee to assist with the above investigations and determinations.

Procedure:

When developing the school's technology plan, the Director shall consider:

1. The schools existing equipment and its capability for working with new technologies.
2. Existing facilities and the extent of retrofitting required for various electronic formats.
3. When appropriate, the hiring of a communications network expert to determine facility requirements and design a communications system that meets the specific needs of the school environment, addressing network security. The system should be able to interface with various types of communications networks and handle anticipated advances in technology to the extent possible.
4. When appropriate, the school's options for connecting to information networks; staff training to evaluate the various network service providers; and a process that allows all carriers to compete for service.
5. Ways in which electronic formats can be used to enhance the curriculum, motivate and improve student research, generate advanced thinking skills, and promote learning, including English language acquisition.
6. The equipping of school library media centers to improve the instructional program and promote cost-effective sharing of informational resources.

7. The integration of technological resources into school and school administration to facilitate routine operations, staff meetings/collaboration, and communication with parents/ guardians and community agencies.
8. The use of technology to serve professional development needs, helping staff to improve their practices and enabling them to exchange ideas with peers.
9. The feasibility of providing system access to students and staff who have their own computers at home.
10. Staff development for teachers and/or library media specialists in how to use the new technology and make it an integral part of the instructional process in all parts of the curriculum.
11. Staff development needs of staff that will provide ongoing technical support.
12. Potential sources of ongoing funding and assistance, including support from parents/guardians and the business community.
13. A process for evaluating and updating the school's technology plan and its implementation.

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Policy:

The Governing Board desires to improve student learning by giving decision making opportunities to the people who are closest to the students. The Board shall adopt policies which support decision making appropriate to the site level and shall oversee school accountability for such policies.

Under the direction of the Board, school employees, parents/guardians, secondary students and community members may collaborate on matters such as program priorities and delivery, student behavior and discipline, student services and counseling, personnel selection and assignment, and the allocation of funds.

Procedure:

In making significant changes in instructional practices or learning environment must have a broad-based consensus regarding their specific objectives, priorities, and methods for assessing student learning.

The Board desires to support staff decision making responsibilities with appropriate in-service training, to encourage creativity at school sites, and to evaluate staff performance in relation to school objectives. The Director shall help school decision teams establish planning processes, make efficient use of resources and staff, and develop new programs based on the needs, interests and resources at the schools.

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Policy:

In order to provide a clear focus for school programs, activities and operations, the Governing Board shall adopt a long-range vision that sets direction for the school which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the school's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

The Director shall recommend an appropriate process for establishing and/or reviewing the school's vision statement which is inclusive of parents/guardians, students, staff and community members.

The Board shall review the school vision statements at least every two years or whenever a new Board member or Director joins the school. Following these reviews the Board may revise or reaffirm the direction it has established for the school.

The Director shall communicate the school's vision to staff, parents/guardians and the community and shall regularly report to the Board regarding school progress toward the vision.

Procedure:

The Director shall establish a process for developing and regularly reviewing the school's vision and direction which includes:

1. Clearly defined procedures, timelines and responsibilities
2. Identification of the strengths and needs of the school

As part of this process, the Director shall provide the Governing Board with relevant school documents and data, including current school mission and vision statements, if any, and information about student demographics, student achievement, student enrollment patterns, current programs and recent program cuts, staffing and professional development needs, budget trends, facilities, technology and emerging educational issues.

3. Input from parents/guardians, students, staff and community members through procedures which may include surveys, focus groups, advisory committees and/or public meetings and forums
4. Board adoption of school vision statements at a public meeting

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