

File ID No. 10-04/0  
Introduction Date 2/24/10  
Enactment No. \_\_\_\_\_  
Enactment Date \_\_\_\_\_



A Non-profit Agency for Children and Families

February 24, 2010

To: Oakland Unified Governing Board  
From: Seneca Center  
Re: Charter petition submission

Dear Directors of the OUSD Governing Board,

On behalf of Ken Berrick, Seneca Center CEO, it is with great excitement that I submit this charter petition for the Seneca Center Growth Charter school.

The mental health needs of Oakland students, particularly middle school students, are difficult to diagnose and serve, requiring specialized expertise and implementation. Seneca Center Growth Charter (SCGC) will serve students with diagnosed mental health needs, providing innovative and highly individualized academic and therapeutic support for every child. Ultimately serving 5<sup>th</sup> through 8<sup>th</sup> grade students, SCGC will offer small classes of 18 children per classroom, each served by a certified teacher and mental health assistant, working fluidly to weave therapeutic support into rigorous academic instruction.

The school will also feature a clinician for every 10 students with a mental health diagnosis, serving as the liaison between home and school while providing logistical and therapeutic support, as well as an intervention specialist and art therapist. Finally, SCGC will have a principal serving as an instructional leader for the academic element, as well as a clinical supervisor for the therapeutic side, collaborating together to serve and support students, families, and teachers at SCGC.

Seneca Center for Children and Families has long partnered with Oakland Unified School District to effectively serve students with emotional, behavioral, and/or learning difficulties. The agency's services for OUSD students include non-public school special education services, as well as day treatment and outpatient mental health services provided on public school campuses. Implementation of the SCGC will add a much needed public school element and service option to Seneca's mix of services for OUSD students and their families.

We are extremely thankful for the collaboration with several key OUSD leaders in the development of the school, including David Montes de Orca of the Charter School Office, Lisa Ryan-Cole, Executive Director of Special Education, Mary Buttler, Executive Director of Instructional Services, and Athena Coleman, OUSD's Mental Health Coordinator. Not only do we look forward to the continuation of this collaboration, we believe it is integral to the successful launch of this new and exciting program for students in the Oakland area.

It is our desire to open the charter school when it is programmatically and fiscally viable, as viewed by all stakeholders. With the submission of this application today, we hope to maximize the funding available for both start up and continued operation of this program.

Working together, we can ensure that Seneca Center Growth Charter is a successful, valuable, cost effective educational choice for the students and families of Oakland. Again, thank you for this opportunity.

Sincerely,

A handwritten signature in black ink, appearing to be 'Eric Nelson', written in a cursive style.

Eric Nelson  
Seneca Center

# Table of Contents



<b>I. Executive Summary</b>	<b>7</b>
A. Overview of Seneca Center	7
• Seneca's Values	8
• Seneca Center Facts	8
B. Seneca Center Growth Charter	10
• Mission	11
• Vision	12
• Educational Philosophy and Approach	15
• Organizational Team	15
<b>II. Educational Program</b>	<b>16</b>
A. Target Population	16
B. Philosophy and Approach to Instruction	18
• Comprehensive Behavioral System	19
• Effective Treatment Program	20
C. Curriculum and Framework	24
• Extended Learning	24
1. Curriculum by Discipline	24
2. Instruction	31
• School Schedule and Calendar	32
• Lesson Plans	34
• Individual Learning Plans	34
• Low and High Achieving Students	35
D. Special Populations: Special Education	37
• Quarterly Progress Reporting	38
• Section 504/Americans with Disabilities Act (ADA)	38
• Notification and Coordination	39
• Identification and Referral	39
• IEP Meetings	39
• IEP Development	40

• Interim and Initial Placements of New Charter School Students	40
E. Special Populations: English Learners	41
F. Pupil Outcomes	45
• Measures of Performance	45
• Measurable Student Outcomes	46
G. Pupil Progress	49
• Instructional Improvement	49
• Use and Reporting of Data	50
• Data Reporting to Students	51
• Data Reporting to Families	52
• Data Reporting to District	52
• SARC	52
<b>III. Petitioner Capacity</b>	<b>54</b>
A. Governance Capacity	54
1. Legal Structure	54
• Insurance	54
2. Governance Experience	55
• The Organizational Team	55
• Board of Directors	56
3. Operating Plan	56
B. Management Capacity	57
1. Enrollment Procedures	57
• Student Admission Policies and Procedures	57
• Non-Discrimination	58
• Student Recruitment	59
2. Operating Procedures	60
• Health and Safety	60
• Suspension/Expulsion Procedures	60
• Public School Attendance Alternatives	61
• Dispute Resolution	61

• Parent and Community Complaints	63
• Closure Protocol	64
3. Management Structure	65
• Classroom Staff	65
• Administrative Staff	67
• Collaborative School Structure	69
• Staff Collaboration	71
• Professional Development	73
• Parent Participation	75
• Recruiting Staff	76
• School Implementation Team	76
C. Employment Capacity	79
1. Qualifications and Responsibilities	79
• Qualifications of Teachers	79
• School Staff	80
2. Compensation Plan	82
3. Policies and Assurances	84
D. Financial Capacity	85
1. Financial Operations	85
• Financial Reporting and Administrative Services	85
• Insurance	86
• Transportation	87
• Audits	87
• Impact on the Charter Authorizer	87
E. Facilities Plan	89
F. References	90
G. Appendices	
• Appendix A – Lesson Plan Templates	
• Appendix B – Complaint Procedures	
• Appendix C – Teacher Evaluation Template	
• Appendix D a– San Leandro NPS Behavioral Phase System	
• Appendix D b - California Ed Code for Suspension and Expulsion	
• Appendix E – Sample Insurance Documents	
• Appendix F – NWEA MAP Basics Overview	

- Appendix G – NWEA Student Goal Setting Worksheet
- Appendix H – Seneca Center Personnel Policies
- Appendix I a – Seneca Center Bylaws
- Appendix I b – Seneca Center Non Profit Status Letter
- Appendix I c – Seneca Center Articles of Incorporation
- Appendix J – Financial Documents


## AFFIRMATIONS AND ASSURANCES



As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Seneca Center Growth Charter is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.
7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).
10. Will comply with all other applicable federal and state laws and regulations.
11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

13. Will operate in compliance with generally accepted government accounting principles.
14. Will maintain separate accountings of all funds received and disbursed by the school.
15. Will participate in the California State Teachers' Retirement System as applicable.
16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. Will at all times maintain all necessary and appropriate insurance coverage.
18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

  
\_\_\_\_\_  
Signature

2/24/10  
\_\_\_\_\_  
Date

Katherine West  
\_\_\_\_\_  
Print Name



## ***I. Executive Summary***

*This Executive Summary will provide a comprehensive overview of the proposed Seneca Center Growth Charter – its foundation, goals, mission, and vision. The specific details of how each of these objectives will be accomplished and vision realized are thoroughly described in each following sections of the petition. Section II will explain the educational philosophy of SCGC and the procedures of implementation. Section III will describe the governance capacity of the SCGC Board, the management capacity of each SCGC staff member, as well as the logistics of SCGC employment, finances, and facilities. Finally, the Appendices will provide all SCGC documentation in its complete form.*



### **Overview of Seneca Center**

Seneca Center for Children and Families is a leading innovator in special education and mental health services for emotionally troubled and at-risk youth in the Bay Area. Driven by its agency mission to provide an outstanding care for the highest-need youth and their families, Seneca Center has created an extensive continuum of services that have significantly improved outcomes for thousands of children and adolescents with emotional, behavioral, and/or learning difficulties.

Seneca Center was founded in 1985 when several caring, visionary people saw a tragedy unfolding: Far too many children were failing in group homes and foster family care. In response, Seneca set out to develop mental health treatment and support services on the principle that emotionally troubled youth do not themselves fail, but are instead failed by systems unable to address their complex and specialized needs. Seneca Center hopes to open a charter school that features child-centered, research-based practices that can address the needs of troubled youth within an elementary school environment.

Having dedicated itself to becoming a “system of care” agency, Seneca Center provides a comprehensive continuum of community-based, school-based, and family-focused treatment services for children and families. Seneca’s continuum of care, built over 20 years, now includes in-home wraparound services; foster family-based treatment; mobile crisis response services; integrated day treatment and special education services; after-school therapeutic recreation services; public school-based mental health services; residential treatment; Western Association of Schools and Colleges (WASC)-Accredited Non Public Schools; public school-based day treatment services for students requiring special education and mental health services; and public school-based counseling services for students at risk of academic failure, school violence, teenage pregnancy, and drug/alcohol abuse. A charter school will add another key

support for students within this continuum of services, serving as a step before reaching more costly and intensive interventions like non-public school day treatment and residential treatment.

**Seneca's Values:**

The agency's mission is ***"To help children and families through the most difficult times of their lives."***

Seneca Center works towards this goal by adhering to its core values, outlined here.

**5 Key Values of Seneca Center's Mission**

- **Love and Compassion-** Loving concern is at the heart of our connections with the children and families we serve. Our compassion is demonstrated through an engaged, active participation in the efforts of our clients to master their troubling life experiences and to resume the tasks of healthy development.
- **Respect-** The quality of our services depends on the skill and compassion of our staff, whom we mentor, nurture, and train to value and exhibit respect for one another. We feel a responsibility to communicate with directness and clarity and to hold each other to the very highest standards.
- **Curiosity-** Curiosity involves a skeptical review of prior formulations of the child, moving into a careful inquiry of the child and family history. Our curiosity is a barrier against easy assumptions and measures the real effects of our interventions for the client.
- **Hope and Courage-** Hope and courage are present in our determination to find ways to help clients succeed. Hope and courage are seen in our dogged search for the conditions that will allow real engagement with clients. The thoughtfulness, optimism, and tenacity of Seneca staff exude our values of hope and courage.
- **Joy-** If you go on a hunt for joy in the agency, you can find it in the food we serve, in the outings the kids go on, in the prom we hold for older children, at summer camp, in the laughter at our meetings, in the pleasure felt by both children and staff at mastering new skills, and in our delight at a client's gains.

**Seneca Center Facts:**

**Training**

The Seneca Training Institute provides acclaimed training to its 750 employees and its wider provider community. Employees and clinical interns participate in a broad array of ongoing trainings to ensure quality services for youth and families. The Institute also teaches the implementation of evidence-based mental health therapeutic practices and Seneca's unique behavioral-relational model. Seneca's professional development training schedule, including the Seneca Training Institute, appears later in this petition.

**Seneca Center Services**

1. *Community based-services: 1011 children served in 5 California counties in 2007; 17% served in Alameda County.*
2. *School-based services: 979 children served in 5 California counties in 2007; 75 % served in Alameda County.*
3. *Residential services: 93 children served in 7 California counties in 2007; 17% served in Alameda County.*

**Fiscal**

Seneca has nearly a \$40 million per year operating budget as an organization supporting eight community-based service, five school-based services, and two residential services in five counties. Revenues for Seneca services come from these five counties along with charitable contributions from over 100 individuals and charitable organizations annually including the Bank of America Foundation and Kaiser Permanente.

This robust support of troubled youth is critical; data illustrates a pronounced need for students in their adolescent lives, which is why the proposed charter school will be an intervention for elementary-aged students before their needs become as pronounced.

### **Youth Mental Health Facts:**

#### **Overall children's mental health support-**

- 9% to 13% of youth ages 9 to 17 are afflicted with a "serious emotional disturbance, with substantial functional impairment."
- 9.5% of parents of children age 6-11 report a "high level" of behavioral and emotional problems.
- Low income adolescents have more than twice the rate of behavior and mental health difficulties than high-income adolescents.

#### **Children's mental health in California-**

- In California, mental illness is the most common cause of hospitalization for persons between the ages of 10 and 24 and is the second leading cause of disability for young adults.
- Publicly funded county mental health programs reach only 2% of the 13 to 17 year old population.

#### **Children's mental health in Alameda County-**

- 0-12 year old children in Alameda County receive service below the state average.
- Only 9% of children served were Latino, while the population is 19%. 44% of children served were African-American and 37% were white.

**Sources:** National Adolescent Health Information Center, (2008). "The Mental Health of Adolescents: A National Profile, 2008."  
The California Adolescent Health Collaborative is funded by The California Wellness Foundation, (2008) "Mental Health in Adolescence: A Critical Time for Prevention & Early Intervention."

### **Current state of mental health support for Oakland elementary-aged youth**

Middle school-aged students with mental health needs, which often go undiagnosed, have few options for support in schools. Frequently suspended or expelled for behaviors that stem from their mental issues, students may bounce

from school to school or even district to district as parents desperately try to find a supportive environment for their child's unique needs. In all, between 12% and 22% of children under age 18 are in need of services for mental, emotional, or behavioral problems (U.S. Department of Health and Human Services, 1999), a population that Seneca Center can help.

For students whose needs exceed the skills of typical middle school staff, and who against the odds, receive a true diagnosis of a mental health disorder, qualification for special education services and enrollment in a Special Day Class is the typical option. A more restrictive environment than public elementary schools, SDC classes are helpful for many students with behavioral and emotional needs. Students that cannot thrive in a SDC classroom are then oftentimes placed in a Non-Public School (NPS) day treatment program.

At NPS sites, which often range from kindergarten to 12<sup>th</sup> grade, seclusion and restraint are part of student behavioral modification. In addition, students are surrounded with other deeply impacted youth with severe mental health needs. Tracking hard data on students in transition is difficult because of their high level and transiency, but anecdotally evidence from leaders at Seneca Center NPS sites state that although the goal is to support NPS students to ultimately return to a mainstream school setting, NPS students who exit have a high return rate.

These circumstances reflect the need for additional support option for the mental, emotional, and behavioral needs of young people in the education system. This need is particularly prevalent in Alameda County, in which many residents face financial hardship, and whose children receive mental health services below the state average.

### **Seneca Center Growth Charter school (SCGC)**

Working closely with key leaders of the Oakland Unified School District, Seneca Center hopes to provide an intermediary environment that can support the rehabilitation of students with mental health needs in their own community. Seneca Center is proposing the Seneca Center Growth Charter (SCGC), a school for all children with a specific focus on supporting students with pronounced mental health needs that surpass the scope of a SDC classroom, but are not to the level of a NPS placement. This charter school is designed specifically to fill a void in the mental health support system of Oakland's youth, voiced by OUSD Superintendent Tony Smith and Special Education Director Lisa Cole. In order to succeed, these children require more individualized attention than is received in an SDC. However, they do not exhibit the extreme behaviors treated at an NPS. SCGC will provide these students with the highly individualized services they require as part of a continuum of services; from programs in Oakland public schools to Non Public Schools that Seneca runs.

SCGC is a needed option for families of 5<sup>th</sup> to 8<sup>th</sup> grade students to thrive and rehabilitate. SCGC will offer outstanding academic programs that include a strong therapeutic component interwoven into the classroom community. This is

a key need in urban areas like Oakland, where there is a high number of low income students that do not receive mental health services at the same level of high income students.

Currently, the Oakland Unified School District (OUSD) serves approximately 40,000 public school students and 7,500 charter school students. The students of OUSD reflect the diverse community the school district serves: 40% African-American, 35% Hispanic, 15% Asian, 6% white, and over 50 languages are spoken. 46% of OUSD students are English Learners and 65% are economically disadvantaged, percentages higher than the State of California and the nation (Ed-Data, 2008).

OUSD is situated in an urban area of about 400,000 residents. The city of Oakland has a diversity of culture and people, and parts of the city are in poverty. The median Oakland household income is about \$61,000, which is \$12,000 lower than the state average (Standard and Poor's, 2005). The OUSD and Oakland income statistics are relevant, as poverty increases the risk of mental illness (Hudson, 2005).

SCGC not only meets a great need for mental health support for Oakland youth that need it the most, but can also hopefully make a substantial impact on the achievement gap. OUSD has a significant achievement gap between White/Asian students and Black/Latino students as measured by standardized testing and graduation rates. Currently, 80% of Seneca Center's NPS students are black males coming from low-income families or foster homes. SCGC will most likely serve a similar student population and will provide direct support to African-American males, the largest OUSD sub-group that is currently underserved and lagging behind in the achievement gap.

Fortunately, Seneca Center has the resources, experience, and know-how to make a profound impact on this high-need population with the creation of a new charter school. In reviewing data dating back to August of 2002, 53 students from Fremont and San Leandro Non Public School day treatment sites have successfully exited the programs, mainstreaming back to public schools.

### **Mission**

It is the mission of the Seneca Center Growth Charter to provide an outstanding educational setting for Oakland youth that have substantial mental health needs. SCGC aims to provide intensive academic and mental health support for students while reducing referrals to non-public schools. SCGC students will:

- *Learn through a standards-based curriculum paced and aligned to the Oakland Unified School District to be on track for college.*
- *Monitor their own progress through frequent assessments of their academic and social skills, setting personal goals and taking ownership for their own success.*
- *Practice being responsible, democratic citizens through active hands on learning that permeates the walls of the school into the community.*

- *Understand their own strengths and limitations, preparing themselves to successfully transition back to public school.*

### **SCGC's Vision:**

SCGC's aim is to meet the needs of the unique population of students in the Oakland Unified School District that need substantial mental health support, but may succeed in a less restrictive environment than a Non-Public School. As an organization, Seneca Center has a continuum of mental health services for students at all levels of need. This success with challenging children rests upon the agency's commitment to five core values, an outgrowth of the organization's key values stated earlier, and will drive SCGC's vision:

- **Unconditional Care**-Once accepted into care, no child is ejected from Seneca's continuum of care due to challenging behaviors or service needs. Seneca tailors treatment and support services to address those behaviors and meet those needs, even as they change over time. This may mean movement from public school to SCGC to a Seneca NPS to relentlessly find the right environment for a student.
- **Parent-Driven, Strength-Based Service Planning**-At SCGC, we will form partnerships with parents and focus on families' strengths and competencies when planning and delivering services.
- **Individualized Care**-To enable troubled children to succeed at home, at school and in the community, Seneca works with each child and family to design and provide an individualized package of services tailored to meet their unique needs and circumstances, whether this is an IEP or personal goal plan.
- **Cultural Competence**-SCGC will have a culturally and ethnically diverse team of professionals that respect client strengths, talents and cultural heritage, working with each child and family in the context of their histories and experience.
- **Interagency Collaboration**-SCGC staff will work closely with county agencies, OUSD, and other community-based providers that can provide applicable support for children and families so they receive the supportive services they need to achieve lasting success.

These five values serve as the foundation for the daily experience of a student at SCGC. SCGC staff and the admitting student will discuss these values and the commitment of staff to these values upon entrance to the program. The student is also asked to commit to expectations which are outlined in their Individual Behavior Plan, which is outlined later in this document.

The following vignette illustrates the wrap-around support every child will receive from SCGC and glimpse into a day in their life. It also illustrates the unique role that the classroom staff play daily in their support of students. Although this vignette only covers the first few hours of school and two academic subjects, it is a relevant example of the support SCGC will provide to students with mental health and behavioral needs:

*Excerpted from the report "Parent-Driven Service Planning" by SCGC*



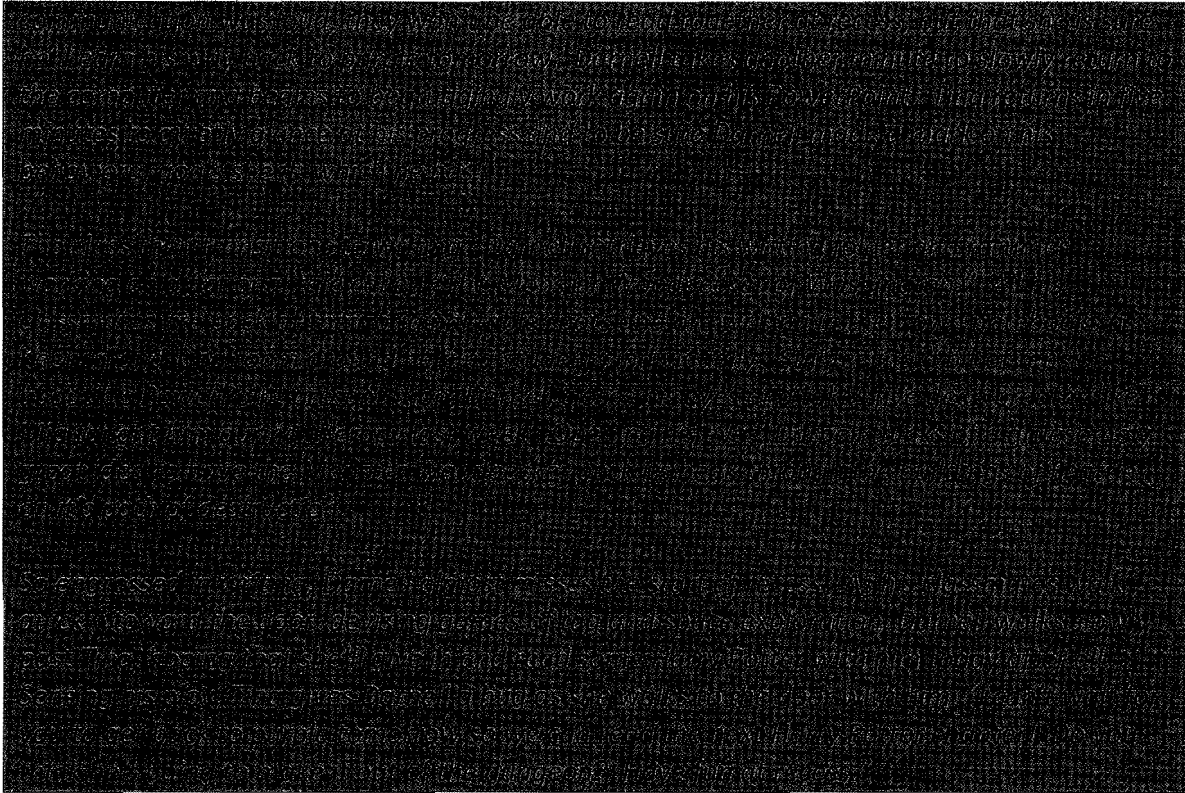
received a 30-minute break. She then returned to the classroom and formed the groups based on the students' reading levels. She then created reading groups that were based on the students' reading levels. The reading room had a number of different levels of reading materials. The reading room had a number of different levels of reading materials. The reading room had a number of different levels of reading materials.

After 25 minutes of Pairs work, she reinforced the reading strategy of the day by summarizing. Daniel moves into his second center, which is run by a paraeducator, a trained Mental Health Assistant. The classroom has a station devoted to reading, writing, and math instruction in the classroom. The classroom has a station devoted to reading, writing, and math instruction in the classroom. The classroom has a station devoted to reading, writing, and math instruction in the classroom.

Daniel watches the clock and when 25 minutes of Pairs groups are over, he moves to the technology center, which is staffed by independent centers and a number of paraeducators. The technology center is staffed by independent centers and a number of paraeducators. The technology center is staffed by independent centers and a number of paraeducators.

When the 45-minute work period is over, Daniel moves to the reading room. When the 45-minute work period is over, Daniel moves to the reading room. When the 45-minute work period is over, Daniel moves to the reading room.





### **Educational Philosophy & Approach**

SCGC is specifically designed to instruct students that have had a difficult time in a special day class public setting, or are ready to transition out of a non-public school, but are not quite ready to be fully mainstreamed into public school or an SDC classroom. Based on this commitment to these students, SCGC will deliver a standards-based curriculum through results-oriented instructional practices. We will utilize assessment data to create an individualized educational/learning plan that appropriately reflects the strengths and needs of each student. The SCGC will provide an environment and instruction which will increase each student's ability to cope with past experiences and daily frustrations to avoid interference with the learning process; ultimately, graduating students that are self-motivated, competent, life-long learners.

### **Organizational Team**

The SCGC organizational team is made up of a diverse, dedicated group of people with thorough experience working in the education field. Beginning with the founder and CEO of Seneca Center, Ken Berrick, all the way through to the direct-care, Mental Health Associates, the SCGC team will work collaboratively to provide day-to-day organizational support of SCGC, ensuring it receives needed funding, professional development, and other resources for every child to be successful. Detailed descriptions of each SCGC team member's qualifications, functions, and responsibilities are given in the Management and Governance sections.

## II. Educational Program

### Anticipated Population

SCGC will ultimately serve 126 5<sup>th</sup> through 8<sup>th</sup> grade students in seven classrooms. Growth will take place over a three-year period, adding two classrooms of the next level annually, matching best practices for new school development:

Year 1		Year 2		Year 3	
classrooms	# of students	classrooms	# of students	classrooms	# of students
5 <sup>th</sup> gr. class	18	5 <sup>th</sup> gr. class	18	5 <sup>th</sup> gr. class	18
6 <sup>th</sup> gr. class	18	6 <sup>th</sup> gr. class	18	6 <sup>th</sup> gr. class	18
6 <sup>th</sup> gr. class	18	6 <sup>th</sup> gr. class	18	6 <sup>th</sup> gr. class	18
		7 <sup>th</sup> gr. class	18	7 <sup>th</sup> gr. class	18
		7 <sup>th</sup> gr. class	18	7 <sup>th</sup> gr. class	18
				8 <sup>th</sup> gr. class	18
				8 <sup>th</sup> gr. class	18
<b>Student Total Year 1</b>	<b>54</b>	<b>Student Total Year 2</b>	<b>90</b>	<b>Student Total Year 3</b>	<b>126</b>

Serving students of this age range will support needs presented in the Oakland area, with SCGC providing a needed intervention of mental health services for the students of Oakland. SCGC will open as a 5<sup>th</sup> through 8<sup>th</sup> grade middle school. SCGC is serving middle school students to meet the pressing needs of Oakland. According to Lisa Ryan-Cole, OUSD's Special Education director and Athena Coleman, OUSD's Mental Health Coordinator, the greatest area of need for student mental health services in Oakland is in middle school.

SCGC's target population is OUSD students with mental and behavioral problems, which we hope is approximately 60% of the students we serve. The rationale for 60% is to provide intensive series for the population of students who have had difficulties in the mainstream public school classroom or a special day classroom, but whose behaviors are not severe enough to warrant the restrictions of an NPS while. Having 40% of students without these needs provides a mainstream environment that balances role models and peer support for students.

Students with mental health needs have been historically underserved, and SCGC will help provided needed support. Fortunately, Seneca Center has a long track record of success with this population of students in their own backyard. To highlight the need and Seneca Center's current work, an example can be if SCGC's facility placement is in West Oakland.

In the past ten years, Seneca has served 318 children whose last known address originated from West Oakland zip codes 94618, 94612, 94609, 94608, and 94607. Currently, 69 kids, ages 5-15 years (DOB between 1/1/95 and 1/1/05) are enrolled in a Seneca program of some type, in those West Oakland zip codes. Of these, 6 are currently enrolled in a Seneca non-public school program, one of several in the area. Also, 7 of the above mentioned 69 kids are in a Seneca program based out of public school. This includes the following OUSD schools:

- *Life Academy*
- *United for Success*
- *Community Day*
- *Far West*
- *Mandela*
- *Architecture*
- *Elmhurst*
- *Street Academy*

When functioning fully as a 5<sup>th</sup> to 8<sup>th</sup> grade school, SCGC will support students from across the city, with the example of West Oakland illustrating the need for mental health services for students. Opening SCGC may allow some of these students to continue to receive services and go to school in their very own neighborhood, without traveling long distances by bus. As an example, current Seneca students from the above zip codes in West Oakland travel to NPS sites in:

1. *San Francisco (11 miles away)*
2. *San Leandro (16 miles away)*
3. *Concord (20 miles away)*
4. *Fremont (29 miles away)*

SCGC will provide needed mental health services to students in their own neighborhood, providing excellent community-based support.

## **Philosophy and Approach to Instruction**

SCGC's approach to instruction will be grounded in working with a high-risk population focused on mental health support. SCGC will implement a strong academic program and a comprehensive behavioral system. These processes are described in detail below, with examples for implementation.

### **How Learning Best Occurs-**

#### **ACADEMIC PROGRAM**

SCGC will rely on four main strategies to teach every student to high levels of success:

##### ***1. Standard's based instruction***

SCGC will ground it's instruction in the California State Standards, guiding students towards success. Staff will plan instruction based on the standards, utilizing OUSD's pacing guides to satisfy the standards in a cohesive manner.

##### ***2. Relevant instruction to middle school students***

Relevant instruction increases meaning for students while also increasing retention of material and skills. SCGC staff will present instruction that is relevant to the knowledge and tastes of adolescent children. The method of instruction will increase relevance, as students are used to multiple stimuli in the technology-driven world we live. This involves the use of technology (4 computers per classroom), thematic projects, and group-oriented instead of relying solely on direct instruction and lecture.

##### ***3. Professional Development for teachers***

Of measurable factors, the effectiveness of classroom instruction has the greatest influence on student achievement (Waters, Marzano, & McNulty 2003; English, 2005; Sergiovanni, 2005). SCGC will provided continual, high quality professional development for it's teachers so they can grow and be truly effective. SCGC will allot \$10,000 in curriculum coaching per teacher, per year, while also getting support from the principal and collaborative learning opportunities with other teacher staff. 17 days per year are set aside for adult professional development and 400 minutes of collaboration time per week. The figures show the dedication SCGC has to developing and retaining the best teachers for our students.

##### ***4. Small school size for individualized support***

SCGC will maintain class sizes of 18 students per classroom, with two adults in every classroom, all day. The classroom teacher and Mental Health Assistant will provide academic and behavioral support for students, individualized to support each of their needs. This will be accomplished their interactive, engaging

instruction that lends itself to small group instruction that supports the needs of middle school students.

### **How Learning Best Occurs-**

#### **BEHAVIORAL SUPPORT**

SCGC will follow the Seneca Center grounding theory of relationship-driven student support, driven by two co-dependent main theories:

1. *Engagement with students reworks their previous experiences of exclusion and failure.*
2. *Our engagement in relationships provides conditional care by showing that we will be there every step of the way.*

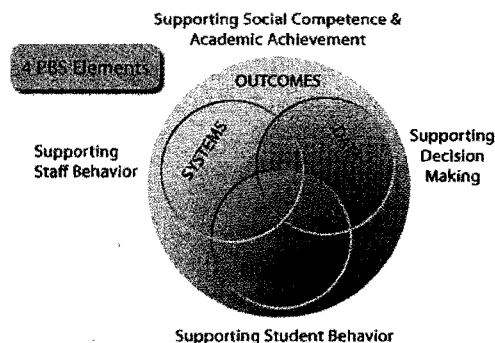
These theories of engagement manifest themselves in the ongoing relationships SCGC staff will have with students. To guide this behavior management, SCGC will use the ideologies of the Comprehensive behavioral System supported daily by the Phase System in classrooms.

### **Comprehensive Behavioral System**

The behavioral system is instrumental in creating a safe and predictable environment that affords our children the physical and mental security they need in order to benefit from the learning environment. Students entering the SCGC will have had difficulties managing their behavior in traditional educational settings and would benefit from added structure and consistency.

In order to address these behavioral needs, the program will implement a behaviorally oriented point and level system based on the principles and strategies of Positive Behavioral Support (PBS). This program, offered through the U.S. Office of Special Education, promotes the moving away from external controls that are initially introduced as students enter the program, and towards the ultimate goal of internalized goal setting and self-monitoring. The four main elements of PBS, as shown in the graphic, are:

1. *Supporting social competence and academic achievement*
2. *Supporting decision makings*
3. *Supporting student behavior*
4. *Supporting staff behavior*



To individualize support for each child using the PBS philosophy, SCGC will incorporate a continuum of positive behavior support for all students within the

school. This system, called the phase system, will be implemented in all classroom and non-classroom settings and by staff through the use of a point and level system that is consistent across the school. See Appendix D(a) which illustrates the phase system of behavioral support. This is the system currently used at the Seneca Center NPS sites and is similar to a level system, but focuses more on encouraging students to:

- a. Identify their personal goals
- b. Work on their issues that impeded academic and social success
- c. Participate in circle and large group experiences

This adherence to positive behavior support is an application of a behaviorally based systems approach that brings research-based practices regarding behavior into the learning environment. In addition, this type of behavioral system can support any middle school child and their development, not just those with mental health needs.

This will be accomplished through the behavioral supports available to SCGC students, led by a licensed therapist on staff at the site. The supports this therapist will provide:

1. *Daily therapeutic classroom meetings*
2. *Opportunities for individual therapy sessions weekly*
3. *Daily individual behavior plans for students*
4. *Service of a Mental Health Assistant in every classroom for behavioral support follow-through*

In addition, SCGC will be staffed with a Clinician for every ten students with mental health IEPs. Clinicians provide support for students with IEPs and their and families, providing counseling and other services. Clinicians main responsibilities are:

- *Serve as the clinical lead and work with the treatment team to provide intake assessment, treatment planning, crisis intervention and other mental health services as needed at the program site, in client homes, and in the community.*
- *Provide counseling, family therapy, and case management services to help maintain the client in the community and/or current placement.*
- *Provide on-call coverage to the clients as needed.*
- *Participate in all treatment reviews, program staff meetings, and IEP meetings when necessary.*
- *Complete progress notes and other paperwork, and complete service tracking documentation as indicated.*
- *Participate in weekly planning with the clinical supervisor.*
- *Participate in weekly planning sessions with classroom teacher and MHA.*

### **Effective Treatment Program**

SCGC will promote a positive peer culture through group and individual counseling with a specific focus on social skills development. SCGC will provide a structure and positive peer culture in which students support one another, collectively problem-solve, and address common issues so that all members of the school community can achieve academic success. The effective treatment

program is facilitated by the clinical supervisor and is incorporated into individual and group therapy time, led by a certified children’s therapist. See this time delineated in the daily classroom schedules later in the petition. Classroom teachers will also be trained in the effective treatment program and administer the phases system, so the mental health component of SCGC will cross all disciplines, times, and activities of the school day.

PBS, the Phase system and Effective Treatment program be part of daily instruction, as all SCGC staff with students, as social emotional learning plays an essential role in student academic success (Goleman, 2004). Students are most academically responsive to classrooms and schools that are not threatening and where they feel cared about, welcomed, valued and student feel they are a resource, not just a learner (Elias et. al., 2003). With two staff members per classroom of 18 students, SCGC is well staffed to provide children with individualized academic, social, and mental health support.

**School Configuration**

SCGC will ultimately serve 126 5<sup>th</sup> through 8<sup>th</sup> grade students in seven classrooms. Growth will take place over a three-year period, as shown below:

Year 1		Year 2		Year 3	
classrooms	# of students	classrooms	# of students	classrooms	# of students
5 <sup>th</sup> gr. class	18	5 <sup>th</sup> gr. class	18	5 <sup>th</sup> gr. class	18
6 <sup>th</sup> gr. class	18	6 <sup>th</sup> gr. class	18	6 <sup>th</sup> gr. class	18
6 <sup>th</sup> gr. class	18	6 <sup>th</sup> gr. class	18	6 <sup>th</sup> gr. class	18
		7 <sup>th</sup> gr. class	18	7 <sup>th</sup> gr. class	18
		7 <sup>th</sup> gr. class	18	7 <sup>th</sup> gr. class	18
				8 <sup>th</sup> gr. class	18
				8 <sup>th</sup> gr. class	18
<i>Student Total Year 1</i>	<b>54</b>	<i>Student Total Year 2</i>	<b>90</b>	<i>Student Total Year 3</i>	<b>126</b>

**School Calendar**

Students at SCGC will follow a 200-day school instructional calendar. This is significantly longer than the typical 180-day public school calendar. This extended time for instruction will serve SCGC students well, helping them amass more instructional time to improve their learning.

Also, the SCGC calendar features 17 staff professional development days, also much higher than the typical public school. These days will be used for staff to learning best practices in instruction, study data, and plan together, all best practices of successful schools. Staff also have three classroom work days to tend to the classroom environment.

***SCGC School Calendar for 2010 - 2011***

<b><u>2010</u></b>
--------------------

## **AUGUST**

August 9 (Monday) First Day for Teachers – Professional Development Day  
August 10 (Tuesday) – Professional Development Day  
August 11 (Wednesday) – Professional Development Day  
August 12 (Thursday) – Team Planning Day  
August 13 (Friday) – Professional Development Day  
August 16 (Monday)– Professional Development Day  
August 17 (Tuesday) – Team Planning Day  
August 18 (Wednesday) – Professional Development Day  
August 19 (Thursday) – Professional Development Day  
August 20 (Friday) – Professional Development Day  
August 23 (Monday) – Professional Development Day  
August 24 (Tuesday) – Team Planning Day  
August 25 (Wednesday) – Classroom Work Day  
August 26 (Thursday) – Classroom Work Day  
August 27 (Friday) – Professional Development Day  
August 30 (Monday) **First Day for Students**

## **SEPTEMBER**

September 6 (Monday) Labor Day – Holiday, *no students*

## **OCTOBER**

October 8 (Friday) Professional Development Day, *no students*

## **NOVEMBER**

November 11 (Thursday) Veteran’s Day, *no students*  
November 25-26 (Thursday-Friday) Thanksgiving Holidays, *no students*

## **DECEMBER**

December 22 - January 2 (11 Days) Winter Holidays, *no students*

# **2011**

## **JANUARY**

January 3 (Monday) First Day for Students  
January 17 (Monday) Martin Luther King, Jr. Day – Holiday  
January 31 (Monday) Professional Development Day, *no students*

## **FEBRUARY**

February 21 (Monday) Professional Development Day, *no students*

## **MARCH**

March 25 (Friday) Professional Development Day, *no students*

## **APRIL**



**MAY**

May 30 (Monday) Memorial Day, *no students*

**June**

June 30 (Thursday) **Last Day for Students**

July 1 (Friday) Classroom Work Day - Last Day for Teachers

**Calendar Summary**

200 Instructional Days

17 Professional Development/Team Planning Days

3 Classroom Work Days

## Curriculum Framework

SCGC will utilize standards-based curriculum within the curricular framework used by Oakland Unified School District. Doing so will make transitions to and from SCGC more logical and beneficial for students, enabling children to resume their learning where they left off at their previous school, delivered in a similar manner. The curriculum will be derived from state-adopted curriculum with a key focus on California's state standards. SCGC's curriculum will closely mirror the curriculums used by Oakland Unified School District. The curriculum section below briefly describes each of the content areas. However, the main driver of content at SCGC will be the California State Standards, with content curriculum serving as a guide to mastery of the standards.

These curriculums will be trained during two weeks of professional development training in August of 2010. Training will be provided by the principal and from in-house Seneca Center staff. In addition, every teacher will get \$10,000 of content coaching annually to understand and deliver the SCGC curriculum. See the 'Management Structure' section of this petition under 'Professional Development' for a list of the topics, trainers, time and duration of this professional development.

The Seneca Center Growth Charter Curriculum and Instructional Design will include:

- *Instruction directly aligned California State standards.*
- *Ongoing formative assessments, called MAP by Northwest Evaluation Association. These computerized adaptive assessments will help students track their own progress while providing teacher critical information to tailor instruction to each student's individual learning style and level of academic achievement.*
- *Well-integrated academic and behavioral program components, resulting in an overall school program that emphasizes both academic and behavioral excellence.*
- *Active involvement of parents in designing and implementing the individualized education/learning programs for their children, as provided by MAP reports, supported by two adults working with 18 students per classroom.*

### **Curriculum by discipline**

Consistency implementation of curriculum and quality instructional practices is the hallmark of successful schools (Reeves, 2007). SCGC will strive to support this consistency for student success. Ongoing support of instruction will fall in the hands of the principal. The SCGC principal will function as an 'instructional leader' meaning that their time and expertise will be use towards helping teacher improve their skills and implement the curriculum listed below. SCGC will hire a principal familiar with being an instructional leader and will be expected to be in classrooms monitoring and coaching instruction for at least 50% of the school

day. Similarly, the principal will be expected to collaborate with staff 90 minutes after school daily to improve their instructional skills. See this training schedule under the 'management structure section, listed under 'professional development.'

**English Language Arts--OUSD English Language Arts  
Instructional Guide**

<http://www.oaklandunified.org/guide/>

SCGC will follow OUSD's English Language Arts Instructional Guide, which has been "created to collect and manage the information and resources Oakland English and Language Arts teachers need to plan and deliver quality instruction" according to its website. This Instructional Guide embeds the California State standards and includes a pacing report to guide instruction at an appropriate developmental level. Standards will guide instruction in ELA and a curricular tool for 5<sup>th</sup> grade will be a state-adopted curriculum such as Open Court and for 6<sup>th</sup> through 8<sup>th</sup> grade students, a state-adopted curriculum such as Holt Literature and Language Arts or McDougall Little.

Students will receive 80 minutes of uninterrupted instruction in reading each day. Each classroom will also feature a classroom library of leveled texts for students to utilize in guided reading groups. Guiding reading will happen daily, with leveled book choices for these groups, which are identified by title based on the NWEA MAP assessment. Based on each child's academic level, MAP designates exact children's book titles, based on the reading level of every child. SCGC has two staff in every class to deliver guided reading groups. The classroom teacher, who will share instructional tactics and plans at weekly collaborative sessions, will design these lessons. Each classroom team will have 90 minutes weekly to collaborate and plan these lessons with ongoing professional development provided by the principal.

Knowing that SCGC will be staffed with teachers that balance their mental health and educational responsibilities, OUSD's Reading Language Arts Rubric, which clearly identified quality instructional strategies on a four-point rubric. The following areas are represented, with pedagogical cues for mastery, which will succinctly support the teaching staff's continual improvement in teaching students to read:

- *Preparing to Read*
- *Reading and Responding*
- *Language Arts*
- *Support for Theme*
- *Organization*

In addition, the Reading Language Arts Rubric gives quality indicators for student engagement. High student engagement is a cornerstone of deep student understanding and retention of concepts. These include differentiated instruction techniques and instructional procedures and strategies. The OUSD English Language Arts Standards & Assessments Mastery Pacing Guide will also

be used as a guide for all teachers. This is a field-tested guide which will help SCGC teachers address all of the power standards that are aligned to the CST assessment.

**Writing--The Writing Proficiency Project**

<http://www.oaklandwrites.org/>

SCGC will use “Oakland Writes”-Writing Proficiency Project curriculum. In 2006, a group of teachers and instructional facilitators in partnership with the University of California’s Bay Area Writing Project (BAWP,) initiated the Writing Proficiency Project (WPP,) which has evolved into a district-wide initiative impacting over 350 teachers and 20,000 students. The goals of the project are to improve the teaching of writing and to develop common understanding of grade-level standards and grade-level writing proficiency.

The foundational components of The Writing Proficiency Project are:

<i>Assessment</i>	<i>Teaching</i>	<i>Teacher talk/writing</i>
<i>Student writing</i>	<i>Research</i>	<i>Professional development</i>

In addition to a sequence of writing types and features, the Writing Proficiency Project promotes these essential ideas about writing:

- *Writing is a complex activity; more than just a skill or talent, it is a means of inquiry and expression for learning in all grades and disciplines. Writing is the most visible expression of what students know and how well they have learned it.*
- *Writing develops higher order thinking skills: analyzing, synthesizing, evaluating, & interpreting.*
- *Writing is inquiry, problem solving, and discovery. Writing can deepen learning.*
- *Writing is a powerful tool to communicate one’s ideas, experiences, and personal struggles.*

**Math- Holt**

SCGC will follow OUSD’s Math Pacing Guides and Blueprints. Also used will be Instructional Strategy Guides that embeds the California State standards into instructional best practices. Standards will guide instruction in math and 5<sup>th</sup> through 8<sup>th</sup> grade students, and SCGC teachers will follow a state-adopted curriculum such as Holt Math.

Students will receive 80 minutes of uninterrupted instruction in mathematics each day. 5<sup>th</sup> and 6<sup>th</sup> grade students will continue development work on basic math concepts, increasing student number sense through Cognitively Guided Instruction word problems. Each class will have a word problem of the day to solve, with students working independently, in pairs, and in groups to solve problems. This method also increases students’ verbal and critical thinking skills.

SCGC 7<sup>th</sup> and 8<sup>th</sup> grade students will move into pre-algebra and algebraic studies, preparing students for entry into high school and setting them on pace to the pathway to college. Students who take algebra as middle schoolers have a much higher rate of college entry, so SCGC will focus 8<sup>th</sup> grade instruction on making sure every child takes algebra. If students struggle in math, SCGC's intervention specialist will provide individualized tutoring and teacher will re-teach lessons at the end of class periods. See the intervention section of this petition for detailed interventions.

At SCGC, math instruction will not be limited merely to the math instructional block. Math will be incorporated and reinforced during all disciplines, with a clear integration with science labs and thematic studies in history and social studies. Again, this instruction will be aligned to the robust California math standards with guidance from OUSD's pacing guide. In addition, NWEA's MAP assessment will consistently measure progress, informing student and teachers of areas of strength and challenge. Similar to reading instruction, SCGC will have two staff in every class to deliver math instruction both in large group, small group, and individually to tailor instruction to student needs. Each classroom team will have 90 minutes weekly to collaborate and plan these lessons with ongoing professional development provided by the principal.

**Science- CPO: Focus on Earth, Life, and Physical Science**

SCGC will follow OUSD's adopted middle school science curriculum, CPO-Focus on earth, Life and Physical Science. The standards will guide instruction in Science while being supported by CPO, a state-adopted curriculum

Students will receive 55 minutes of science weekly. Science will also be woven into writing instruction, which occurs 30 minutes daily, through ongoing recording of observations of scientific experiments. Each classroom will also feature a classroom library of leveled texts for students to utilize in guided reading groups, including non-fiction, science-oriented textbooks.

SCGC teachers will utilize hands-on, experiential learning in science, helping the subject matter come alive for students. Project-based learning will take place during science every Wednesday, when labs will take place. These labs will take place in the classroom and through field experiences, whether at a park searching for plant life or in a parking lot investigating the impact of the sun's heat over time on asphalt. OUSD's pacing guide will be utilized to ensure that all power standards are addressed. They are based on the California Science Standards, arranged by marking periods, and define the instructional sequencing within each marking period.

**History & Social Studies—Holt Publishing: World History: Ancient Civilizations**

SCGC will follow OUSD’s adopted middle school History curriculum, Holt Publishing-World History: Ancient Civilizations. The standards will guide instruction in history while being supported by Holt, a state-adopted curriculum

Students will receive 120 minutes of history and social studies weekly. Each Wednesday after the morning classroom meeting, each class will embark on two uninterrupted hours of a history and social studies theme. Each classroom will embark on a theme, tied loosely together as a school, creating school-wide excitement with classrooms and hallways decorated with theme-specific artifacts and materials.

OUSD’s pacing guide will be utilized to ensure that all power standards are addressed. They are based on the California History Standards, arranged by marking periods, and define the instructional sequencing within each marking period. An example of the history pacing guide is below. It is focused on 6<sup>th</sup> grade and depicts that major units and suggest pacing. Please not that this is a pacing guide from the 2009-10 school year and current pacing guides will be utilized each year for SCGC students.

**6<sup>th</sup> Grade: WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS**

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Major Units	Suggested Pacing (2009 – 2010)									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
I. Early Humans <i>(August 31 – October 8)</i>	→									
II. Mesopotamia, Egypt, and Kush <i>(October 12 – November 20)</i>		→								
III. Civilizations in India and China <i>(November 30 – January 29)</i>				→						



subject. Additional therapeutic benefits of art therapy include; reconciling emotional conflicts, fostering self-awareness, developing social skills, reducing anxiety as the creativity and internal focus increases skills in self-soothing.

### **Physical Education**

SCGC students will have Physical Education twice per week with their class. Each session will be 40 minutes, along with two recesses per day that will feature physical exercise opportunities. SCGC will have their Intervention Specialist trained by Bud & Sue Turner, authors of *'Success Oriented PE Activities for Secondary Students'*. The Turners are nationally-recognized PE specialists, having authored over ten books on K-12 physical fitness. They have both been Coordinators for K-12 Physical Education for Seattle Public Schools and are adjunct faculty members at Western Washington University, the University of Washington, and Seattle Pacific University. They have had students perform at numerous professional athletic events including Seattle Seahawks games and performed for California Governor Arnold Schwarzenegger.

SCGC will utilize the Success Oriented PE curriculum that features:

- Work with classroom teachers to weave physical activity into instruction
- Developmentally appropriate individual and group interaction
- Cooperative, non-competitive games
- A variety of activities that promote fitness through everyday activities
- Utilization of monthly fitness calendars
- Implementation of physical fitness assessment tools
- All guided by the national physical education standards

Excellent physical fitness can lead to higher academic functioning, higher self-esteem and teaches the habits of persistence, dedication, and determination.



## 2. Instruction

SCGC will feature multi-grade level classes, which will enhance instructional delivery through addressing students' needs individually instead of by grade-level. Standards will be the basis of instruction, with each teacher trained and versed in standards through ongoing Wednesday professional development. Staff will backward map standards for each year, utilizing NWEA MAP formative assessments to drive the zone of proximal development for every child (Vygotsky, 1978). This will allow each classroom team to provide instruction at each child's level of understanding.

This instruction will be delivered to students in small groups, forecasting that SCGC children will be achievement at a wide variety of academic levels. During reading, writing, and math, students will be organized into small groups, as described in the student vignette earlier. Classrooms will be equipped with 6 computers each, allowing for three small groups of six in all subjects. Typically, the teacher will staff one group, delivering the main standards-based content. The second group will be staffed by the classroom therapist, serving as guided practice while weaving in therapeutic support of students. The final group, which oftentimes will be utilizing technology, will be independent, monitored by the Mental Health Assistant.

This configuration supports organizing a group of students that may be functioning 3 years below grade level, while a second that is one year below level, with a third that is above grade level. Small groups will be changed for each subject, as a student that excels in math may not function as well in reading. The school schedules below support the use of these small groups to help students meet state standards.

### School Schedule and Calendar

<b>Instructional Minutes</b>	
	<i>CA State Requirement</i>
K	36,000
Grade 1	50,400
Grade 2	50,400
Grade 3	50,400
Grade 4	54,000
Grade 5	54,000
Grade 6	54,000
Grade 7	54,000
Grade 8	54,000

The SCGC daily schedule and school calendar are in accordance with CA Education Code section 47612.5, requiring a minimum of 54,000 minutes 4<sup>th</sup> to 8<sup>th</sup> grade and 50,400 for 1<sup>st</sup> to 3<sup>rd</sup> grade.

SCGC's schedule will be modeled after successful Seneca Center NPS sites in Fremont and San Leandro, which provide extended instructional blocks of time for uninterrupted student learning as well as twice daily class meetings for student

behavioral support.

Actual SCGC daily schedules are listed next, illustrating that it is the full intent of the petitioners to not just share educational theory and best practices, but to fully show how this theory will translate into actual practice. For instance, every class will feature 80 minutes of reading and 30 minutes of writing daily, giving time for teachers to engage students in deep content analysis of big ideas and essential questions, which is one of meta-researcher Doug Reeves' (2007) key strategies for high levels of student learning. This practice comes from a study of over 8,000 classrooms, finding successful strategies for student learning.

**SCGC daily class schedules**

**5th grade-**

	Monday, Tuesday, Thursday, Friday	Wednesday
8:10	School begins	School begins
8:10-8:20	Morning Meeting	Morning Meeting
8:20-9:40	Reading	History/Social Studies
9:40-10:20	Writing	H/SS Theme
10:20-10:35	Recess	Recess
10:35-11:15	Group Projects, Therapies, Interventions	Math
11:15-11:50	Lunch & recess	Lunch & recess
11:50-12:00	Silent Sustained Reading/ Goal setting	Science (11:50 TO 12:45)
12:00-12:40	Math	Closing Meeting (12:45)
12:40-1:20	Phys Ed (M, Th) Art Therapy (T, F)	
1:20-2:00	Math	School ends @ 1 pm
2:00-2:15	Closing Meeting	
2:15	School ends	

**6th grade Classroom A-**

	Monday, Tuesday, Thursday, Friday	Wednesday
8:10	School begins	School begins
8:10-8:20	Morning Meeting	Morning Meeting
8:20-9:40	Reading	History/Social Studies
9:40-10:20	Writing	H/SS Theme
10:20-10:35	Recess	Recess
10:35-11:15	Group Projects, Therapies, Interventions	Math
11:15-11:50	Lunch & recess	Lunch & recess
11:50-12:00	Silent Sustained Reading/ Goal setting	Science (11:50 TO 12:45)
12:00-12:40	Phys Ed (M, Th) Art Therapy (T, F)	Closing Meeting (12:45)
12:40-2:00	Math	School ends @ 1 pm
2:00-2:15	Closing Meeting	
2:15	School ends	

**6th grade Classroom B-**

	Monday, Tuesday, Thursday, Friday	Wednesday
8:10	School begins	School begins
8:10-8:20	Morning Meeting	Morning Meeting
8:20-9:40	Reading	History/Social Studies

9:40-10:20	Writing	H/SS Theme
10:20-10:35	Recess	Recess
10:35-11:15	Group Projects, Therapies, Interventions	Math
11:15-11:50	Lunch & recess	Lunch & recess
11:50-12:00	Silent Sustained Reading/ Goal setting	Science (11:50 TO 12:45)
12:00-1:20	Math	Closing Meeting (12:45)
1:20-2:00	Phys Ed (M, Th) Art Therapy (T, F)	School ends @ 1 pm
2:00-2:15	Closing Meeting	
2:15	School ends	

**7<sup>th</sup> grade Classroom A-**

	Monday, Tuesday, Thursday, Friday	Wednesday
8:10	School begins	School begins
8:10-8:20	Morning Meeting	Morning Meeting
8:20-9:40	Reading	History/Social Studies
9:40-10:20	Phys Ed (M, Th) Art Therapy (T, F)	H/SS Theme
10:20-10:35	Recess	Recess
10:35-11:15	Group Projects, Therapies, Interventions	Math
11:15-11:50	Lunch & recess	Lunch & recess
11:50-12:00	Silent Sustained Reading/ Goal setting	Science (11:50 TO 12:45)
12:00-1:20	Math	Closing Meeting (12:45)
1:20-2:00	Writing	School ends @ 1 pm
2:00-2:15	Closing Meeting	
2:15	School ends	

**7<sup>th</sup> grade Classroom B-**

	Monday, Tuesday, Thursday, Friday	Wednesday
8:10	School begins	School begins
8:10-8:20	Morning Meeting	Morning Meeting
8:20-9:40	Reading	History/Social Studies
9:40-10:20	Group Projects, Therapies, Interventions	H/SS Theme
10:20-10:35	Recess	Recess
10:35-11:15	Phys Ed (M, Th) Art Therapy (T, F)	Math
11:15-11:50	Lunch & recess	Lunch & recess
11:50-12:00	Silent Sustained Reading/ Goal setting	Science (11:50 TO 12:45)
12:00-1:20	Math	Closing Meeting (12:45)
1:20-2:00	Writing	School ends @ 1 pm
2:00-2:15	Closing Meeting	
2:15	School ends	

**8<sup>th</sup> grade Classroom A-**

	Monday, Tuesday, Thursday, Friday	Wednesday
8:10	School begins	School begins
8:10-8:20	Morning Meeting	Morning Meeting
8:20-9:00	Phys Ed (M, Th) Art Therapy (T, F)	History/Social Studies

9:00-10:20	Reading	H/SS Theme
10:20-10:35	Recess	Recess
10:35-11:15	Group Projects, Therapies, Interventions	Math
11:15-11:50	Lunch & recess	Lunch & recess
11:50-12:00	Silent Sustained Reading/ Goal setting	Science (11:50 TO 12:45)
12:00-1:20	Math	Closing Meeting (12:45)
1:20-2:00	Writing	School ends @ 1 pm
2:00-2:15	Closing Meeting	
2:15	School ends	

### 8<sup>th</sup> grade Classroom B-

	Monday, Tuesday, Thursday, Friday	Wednesday
8:10	School begins	School begins
8:10-8:20	Morning Meeting	Morning Meeting
8:20-9:00	Reading	History/Social Studies
9:00-9:40	Phys Ed (M, Th) Art Therapy (T, F)	H/SS Theme
9:40-10:20	Reading	Writing
10:20-10:35	Recess	Recess
10:35-11:15	Group Projects, Therapies, Interventions	Math
11:15-11:50	Lunch & recess	Lunch & recess
11:50-12:00	Silent Sustained Reading/ Goal setting	Science (11:50 TO 12:45)
12:00-1:20	Math	Closing Meeting (12:45)
1:20-2:00	Writing	School ends @ 1 pm
2:00-2:15	Closing Meeting	
2:15	School ends	

### **Lesson Plans**

SCGC staff will utilize a lesson planning template, which will support them with incorporating best practices into their instruction. Teachers will have 90 minutes every Monday to collaboratively plan using the SCGC lesson plan template. This shared planning will enable teachers to be very prepared for instruction while making instructional delivery a relevant experience for all three staff members in every classroom, as all staff will have input during preparation. Please see Appendix A for a sample Seneca Center lesson plan template.

### **Individual Learning Plan (ILP)**

Students who are aware of their current level of academic functioning, and set personalized improvement goals, do better than peers who do not (Reeves, 2007). Per this research, students must know their own data results and progress, and set goals based on benchmark-to-benchmark progress.

The ILP will serve as the primary resource to drive the education and learning plan for each student. All students enrolled in the program will have a formal plan that will track their progress and serve as a guide for staff communication

and goal setting between students, parent/guardians, and the school. The ILP may be reviewed at any time by staff, student, or their family and will open up communication, as the ILP can be a catalyst for conversation between school and home, so both academics and behaviors are addressed during these interactions.

Please see a sample ILP sheet in the appendix. Every month, teachers will meet individually with each student. This meeting time is designated in the school schedule. This session will be driven by the student, empowering them to share their hopes and dreams, aligning them to personal improvement goals. The ILP will include NWEA MAP assessments, student personal academic and behavioral goals they set for themselves, and skills and habits needed to attain these goals.

### **Low and High Achieving Students**

The Intervention Program at the SCGC will consist of key interventions in reading and math. Upon entering SCGC, all students will be given a MAP reading and math assessment, that is also given quarterly. Research on successful schools shows intervention to be a vital component of student success, especially when based on concrete student data like the MAP assessment (Reeves, 2007).

Dedicated intervention times are delineated in the school schedules, reported above. Interventions will be based by student achievement levels as outlined in the intervention chart below:

<b>Student level</b>	<b>Students served</b>	<b>Instructional strategy</b>	<b>Grouping</b>	<b>Rate</b>
<b>At or above standard</b>	Students who exhibit understanding of the material the first time	Long-term projects involving community service, school improvement Extensions of already existing classroom assignments & projects	Medium to large group setting (10-15 students)	One hour per week
<b>Approaching standard</b>	Students just above or below standard Students up to one grade-level behind	Re-teach standards in more personalized, individualized manner Listen to students' thinking to correct minor misconceptions in learning	Small group setting, no more than four to six students	30 minutes per week, per standard
<b>Well below standard</b>	Students greater than one year behind Students with large learning gaps in a subject or standard	Accelerated review of basic concepts to fill holes in learning <i>Reading Tutor</i> intervention program Modified curriculum to meet differentiated learning needs	One-on-one tutoring	30-60 minutes per day, per subject area

Student intervention groups will change quarterly based on formative MAP data assessments, rather than subjective opinions. The principal will review intervention updates with teachers monthly, and share ideas for support in the classroom. Teachers will offer reciprocal ideas on intervention as well as plans to drive/modify classroom instruction. Most interventions will be carried out during academic blocks of instruction in class by the teacher or MHA, by realigning and individualizing instruction based on individual student need. For

instance, during reading groups, as described in Darnell's vignette earlier in the petition, Darnell was in one of three reading groups. These were devised by MAP data, arranging students in groups with instruction at their achievement level. If student need exceeds the in-class level of intervention, SCGC's intervention specialist will meet one-on-one with the lowest eight students daily to provide deep reading intervention, focusing on phonemic awareness and other emergent reading skills. The intervention specialists schedules is listed in the Management section of the petition.

**Respectful Opinions: Special Education**

Seneca Center has over two decades of experience in providing a wide range of special education services for students identified as emotionally disturbed and/or learning disabled from school districts throughout Alameda, Contra Costa, San Francisco, and Santa Clara Counties. We anticipate that a significant portion of students entering the SCGC will be identified as needing special education services. These students will mostly likely typically be identified in their prior placement, although the larger Seneca organization will provide evaluation services should the need arise at SCGC. Our special education program will be aligned to the core educational program and include the unique supports necessary to ensure success for the student population SCGC hopes to serve.

SCGC will adhere to all laws affecting individuals with exceptional needs, including all provisions of IDEA, its amendments, Section 504 Rehabilitation Act and the Americans with Disabilities Act. All students will be given equal access to the school, regardless of disabilities, and the SCCS will not discriminate against any student based on his or her disabilities. SCGC shall not require the modification of an IEP or 504 plan as a condition of acceptance at the charter school.

The SCGC principal will serve as the lead contact for special education services and will work closely with OUSD's Special Education Director and Director of Students with Mental Health Needs. In close collaboration with OUSD, SCGC will address the educational and mental health service needs of students with emotional and learning disabilities by interweaving a nurturing yet structured therapeutic milieu with an academic program that reflects individual needs as well as rigorous state curriculum standards. The SCGC program will address the needs of all students, both academically high-achieving and low-achieving, and students who do and do not qualify for special education services.

For those students with special education needs, their instruction will be tailored through their IEP. Special Education students will have both an IEP and ILP. SCGC recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. To that end, the SCGC will be part of the Oakland Unified School District SELPA and pledges to work in cooperation with OUSD and all other applicable LEAs to ensure that the students enrolled in the school are served to the highest degree and in accordance with applicable federal and state laws.

SCGC and OUSD shall annually, and in good faith, negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The SCGC shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code section 47646(b). SCGC and OUSD shall work in

good faith to document the specific terms of this relationship and detailed roles and responsibilities in an annual contract or memorandum of understanding.

### **Quarterly Progress Reporting**

In accordance with the California Education Code, it will be the policy of SCGC to review the progress of each special education student on his or her individual educational and behavioral goals on a quarterly basis. Parents will receive a copy of their children's most recent Individualized Educational Plan (IEP) goals and objectives, along with their report card. Each goal and objective will be evaluated in regard to the student's progress during the most recent quarter. If needed, the IEP team will meet to update goals between quarterly reviews and the curriculum will be modified to meet the needs of each student as outlined in his/her IEP goals and objectives.

Teachers and therapists will meet weekly with both their program supervisors and classroom teams to discuss and, as needed, modify their approaches to working with their students. These approaches will be documented on each student's Individual Learning Plan (ILP) and IEP. Teachers will at minimum, meet twice a year with the parent/guardian of each student to discuss the student's progress, strengths, and areas of need. In addition, time is allotted on the schedule each Thursday for staff to make phone calls to the student's home to update families on student progress. Staff will discuss both the areas in which the student needs to improve and in which the student has excelled.

### **Section 504/Americans with Disabilities Act (ADA)**

The Seneca Center Growth Charter shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the SCGC shall be accessible to all students with disabilities in accordance with the ADA.

The SCGC recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied benefits, or otherwise be subjected to discrimination under any program of the school. Any student who has an objectively identified disability that substantially limits a major life activity, such as learning, is eligible for services by the Seneca Center Growth Charter and shall be accommodated.

Students suspected of having disabilities will be referred by any classroom staff member or parent to a Student Study Team (SST). The team will be made up of the site director, clinical supervisor, and other qualified persons knowledgeable about the student's individual needs, evaluation data, and accommodation options at the school. SST meetings will also include teachers, the principal, specialists, the student and his/her family. The team will be responsible for determining:

1. Whether educational interventions would assist the student
2. What kind of educational interventions would assist the student
3. Whether the student should be referred to the authorizing District for assessment for special education eligibility under IDEA



Upon completion of the review, the team shall provide the parent/guardian a written copy of the accommodation plan and notice of procedural safeguards guaranteed by law 34 CFR 104.3.

### **Notification and Coordination**

The SCGC shall follow District policies as they apply to all District schools for responding to implementation of special education services. The SCGC will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The SCGC shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education. The SCGC shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

### **Identification and Referral**

The SCGC shall have the responsibility to identify, refer, and work cooperatively with the District in locating SCGC students who have, or may have, exceptional needs that qualify them to receive special education services. The SCGC will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. The process for referral is described above.

It is the SCGC's understanding that the District shall provide the SCGC the same assistance that it generally provides its schools in the identification and referral processes, and will ensure that the SCGC is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the SCGC from a District school after enrollment. The District shall have unfettered access to all SCGC student records and information in order to serve all of the SCGC students' special needs.

The SST meeting process will be one of the tools utilized by the SCGC to consider whether a student may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education.

### **IEP Meetings**

It is the SCGC's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with State and Federal law. The SCGC shall ensure that the following individuals are in attendance:

- Site director
- Parent/guardian
- Teacher
- Classroom/Individual Therapist
- Student
- Other relevant individuals

### **IEP Development**

The SCGC understands that the determination of special education eligibility shall be the responsibility of the District. Additional items related to the development of this plan (e.g. goals/objectives, program, services, placement, and exit from services) shall be a collaborative effort of the IEP team, which is made up of those individuals listed above, with the final approval coming from the parent/guardian.

Programs, services and placements shall be provided to all eligible SCGC students in accordance with the policies, procedures, and requirements of the District and of the SELPA and State and Federal law. The SCGC shall promptly notify OUSD of all requests it received for assessment, services, IEP meetings, mediation, and/or due process.

### **Interim and Initial Placements of New Charter School Students**

For students with a current IEP who enroll in the SCGC from another school district outside of the SELPA, the District and the SCGC shall conduct an Interim Placement IEP within 30 days. Prior to such meeting and pending agreement on a new IEP, the District and the SCGC shall implement the existing IEP at the SCGC, to the extent practicable or as otherwise agreed between the District and parent/guardian.

## Special Populations: English Learners

Drawing from the diverse demographics of the city of Oakland and surrounding areas, there is a good chance that the SCGC student body will consist of English Learners. SCGC identifies an EL as a 5<sup>th</sup>-8<sup>th</sup> grade student who has not developed sufficient listening, speaking, reading and writing proficiencies in English. Historically, a gap of achievement in standardized test scores exists between English speaking students and English Learners, which SCGC will address head-on through powerful High Leverage Practices, developed by experts in the OUSD EL Department.

Utilizing these high leverage practices will be vital to EL student learning and success, as poor instructional strategies or biases in mainstream teachers' perception of EL students can be harmful to their academic progress. These factors may lead to low expectations of EL students, which can be a major contributor to the achievement gap (Noguera and Wing, 2006; Ladson-Billings, 1994), as educators might make assumptions about the students and their ability to succeed (hooks 1996; Kozol 2005). This will not happen at SCGC, where EL students will receive research-based interventions and instruction daily, delivered with a high level of rigor and individualization.

EL students at SCGC will be identified via several methods. A complete review of their permanent file upon enrollment will take place, checking for prior EL enrollment and achievement trends, including CELDT test scores. Enrolled students will immediately take the NWEA MAP assessment, which tests both reading and writing proficiency. If further testing is needed, students will take the DIBBLES literacy assessment or the Brigance Diagnostic Assessment of Basic Skills. In addition, SCGC will participate in the state required home language survey as another avenue to identify English Learners.

As stated above regarding curriculum alignment, SCGC will align its instruction of EL students to the practices utilized by OUSD schools. The following is a chart that outlines high leverage practices for EL students, which will be implemented at SCGC. These practices are broken down into three areas:

- Teaching practices (what the teacher can do to support instruction)
- Leadership practices (what the principal can do to support the teachers)
- Organizational practices (what the entire school can do, usually led by actions by the principal)

In the table below, the OUSD practices are highlighted in yellow, while the SCGC action to fit these high leverage practices is below each section in green. Weaving these high leverage practices into daily instruction, SCGC staff will illuminate that EL instruction is not a separate action during the instructional day. Rather,

these strategies will be utilized in all subject areas and at the times delineated in the table.

## OUSD EL High Leverage Practices

TEACHING PRACTICES	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES
<b>EL in class interventions</b> <ul style="list-style-type: none"> <li>• Frontload core ELA and content area language for students at different English language proficiency levels</li> <li>• Provide differentiated instruction to address areas of need</li> </ul>	<b>Principals Inquiry Cycle focused on EL Achievement</b> <ul style="list-style-type: none"> <li>• Principal and/ or site EL Leaders model and guide peers in data-driven inquiry cycle (Whole-Staff PLC, followed by grade-level PLCs)</li> </ul>	<b>Timely and Relevant Data</b> (Assessment data every 8 weeks) <ul style="list-style-type: none"> <li>• Establish process for EL student placement that addresses their academic needs</li> <li>• Establish and support PLCs as a forum for data analysis &amp; planning</li> </ul>
<b>SCGC will:</b> <ul style="list-style-type: none"> <li>• Frontload core content during guided reading groups and during individual tutoring sessions.</li> <li>• Provide differentiated instruction in all subject areas.</li> </ul>	<b>SCGC will:</b> <ul style="list-style-type: none"> <li>• Principal will lead all staff in Cycle of Inquiry monthly using MAP data.</li> <li>• Classrooms will review data weekly and guide each other in their individual cycle of inquiry.</li> </ul>	<b>SCGC will:</b> <ul style="list-style-type: none"> <li>• NWEA MAP assessment will be given quarterly, which amounts to once every 50 school days</li> <li>• Classroom PLCs will meet every Tuesday to review student data.</li> </ul>
<b>Formative Assessments to Guide Instruction</b> <ul style="list-style-type: none"> <li>• Administer &amp; Analyze ELD/ ELA assessments</li> <li>• Use data to regroup students and plan instruction to meet their needs</li> </ul>	<b>Focused Feedback from Site Administrator, EL Program Staff &amp; Coaches</b> <ul style="list-style-type: none"> <li>• Site Administrator, EL Program staff and coaches consistently monitor instruction and provide feedback focused on the refinement of teaching practices</li> </ul>	<b>Explicit ELD instruction + Access to Core Content Classes</b> <ul style="list-style-type: none"> <li>• Leveled ELD Classes</li> <li>• Time scheduled for Frontloading/ Spanish-to-English Transferability</li> <li>• Creation of sheltered content classes at the secondary level for students at beginning levels of language acquisition</li> </ul>

<p><b>SCGC will:</b></p> <ul style="list-style-type: none"> <li>• Administer the NWEA MAP assessment every 50 days, along with weekly classroom assessments.</li> <li>• Have multi-age classrooms and use guided reading groups to regroup students by level.</li> </ul>	<p><b>SCGC will:</b></p> <ul style="list-style-type: none"> <li>• Principal will be in every classroom every day, giving written feedback to every teacher to monitor and support high quality EL instructional practices.</li> </ul>	<p><b>SCGC will:</b></p> <ul style="list-style-type: none"> <li>• Deliver leveled instruction during guided reading groups, which are organized by level.</li> <li>• Front-loading will take place during guided reading and tutoring sessions.</li> <li>• EL students will be fully included in all classes, so no sheltered content classes will be necessary.</li> </ul>
<p><b>Explicit Direct Instruction</b></p> <ul style="list-style-type: none"> <li>• Use adopted curricula to model standard English writing and speaking for English Language Learners</li> </ul>	<p><b>Allocating Resources to Support High Leverage Teaching Practices</b></p> <ul style="list-style-type: none"> <li>• Principals allocate categorical funds and personnel to provide interventions</li> </ul>	<p><b>Tier 2 EL Interventions (in addition to in class support)</b></p> <ol style="list-style-type: none"> <li>1. ELD intervention classes for EL students scoring FBB and BB</li> <li>2. Within school day or after school (outside of ELA and math blocks)</li> </ol>
<p><b>SCGC will:</b></p> <ul style="list-style-type: none"> <li>• Follow the OUSD curriculum to model standard English writing and speaking.</li> </ul>	<p><b>SCGC will:</b></p> <ul style="list-style-type: none"> <li>• Provide interventions via tutoring, which are listed in the specialist's daily schedule.</li> </ul>	<p><b>SCGC will:</b></p> <ul style="list-style-type: none"> <li>• ELD interventions will take place during guided reading groups, which are organized by level.</li> </ul>

For students that may need Academic English Development (AED), SCGC will provide this support during guided reading groups. Students will be identified through the CELDT test, which identifies academic language deficiencies. Some students, even those with English as their primary language, experience English language development delays, adding to the need for this intervention support. SCGC will again mirror OUSD's AED work, utilizing Language for Learning and Language for Writing. This research-based curriculum is an interactive 20-minute daily instructional method that can be used individually or in small to mid-sized groups of children. This program quickly builds students' language skills by using high frequency academic English in context and in an interactive manner.

AED students, along with EL students, will receive tutoring from SCGC's Intervention Specialist, if their achievement designates this support. In addition, they will have in-class interventions as well as after-school academic support, if needed. Please see the intervention chart in the Instruction section of the petition regarding interventions.

Continued monitoring of EL students will take place weekly, as explained in the High Leverage Practices chart. Staff will meet every Tuesday to review student

data and work samples, which will give staff real-time feedback on their instruction, monitoring student success. To measure English proficiency levels, SCGC EL students will take the California CELDT assessment annually and the home language survey. All of this information, annual and weekly assessments and progress, will be communicated to parents during designated time for teachers to call and email home after school on Thursdays.

With multiple layers of support for English Learners, and the ongoing monitoring adult communication and collaboration, SCGC will be well equipped to support the needs of students with low English proficiency, so that they can progress and excel.

## Pupil Outcomes

### Governing Law

*The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.*

*– California Education Code 47605.6(b)(5)(B)*

### **Measures of Performance**

The SCGC will set goals as a school to maintain a high quality environment for learning every day. To report all-school progress, a scorecard of school-wide data results for SCGC will be posted at the school and mailed to every family as it is updated annually. Measurable school-wide outcomes will provide key data about the effectiveness of the academic program and can be used by external stakeholders to evaluate ongoing performance.

CST report	15% annual growth of students proficient or advanced in Language Arts and Math.
API report	SCGC will meet its growth target set annually by the state of California.
AYP report	SCGC will meet Adequate Yearly Progress targets for all subgroups.
NWEA MAP assessment	Students in matched cohorts will progress one grade equivalent in math, reading, and writing over 200 day school year.
CELDT Test	Students will increase at least one performance level each year on the CELDT until they reach English-language proficiency, exiting from CELDT level 5.
Attendance data	92% annual attendance rate.
Behavior Goals	100% of students will meet with their teachers bi-monthly to review behavioral goals.
Bi-Annual student survey	95% satisfaction rate or higher, or 10% growth until 95% is attained.
Bi-Annual staff survey	95% satisfaction rate or higher, or 10% growth until 95% is attained.
Bi-Annual community survey	95% satisfaction rate or higher, or 10% growth until 95% is attained.

Data-

### **Academic Achievement:**

- CST, API, AYP & CELDT results generated through state STAR reporting
- NWEA MAP assessments derive from internal school assessments

### **Life Skills:**

- Attendance data tracked internally per state reporting
- Behavior goals derived from student Individual Learning Plans

**School Environment:**

SCGC will utilize a survey similar in nature to OUSD's 'Use Your Voice' survey. This survey will be administered annually and will measure seven major areas:

- Safety
- Care and Support
- High Expectations
- Data-Driven Practice
- Student Satisfaction
- Staff Satisfaction
- Community Satisfaction

This survey will be administered in school for students and staff and will be mailed home to families and community members. There will be an online version as well. This survey has not been created yet, as it will be compiled with members of the new students, staff and community at the start of the school year to create a collaborative measurement process that all agree to.

**Measurable Student Outcomes**

All SCGC students will benefit from a comprehensive and quality academic and therapeutic program. In order to provide a full picture of each student and their progress as a whole, a variety of measures will be consistently used. These measures range from the Northwest Evaluation Association (NWEA) MAP benchmark assessment to student work samples in writing to surveys of student satisfaction with their school experience. By frequently assessing student learning in a variety of modalities, SCGC staff will have real-time information to drive their student instruction and behavioral support. This will not only provide a wide-ranging, holistic view of the child, but help staff uniquely individualize the each child's ILP.

The SCGC classroom team of a teacher, Mental Health Assistant, and classroom therapist will review ongoing student data and MAP data every Tuesday from 2:30 pm to 4:00 pm during the 'Data Action' segment of professional development. This will be a time for staff to sit together with the principal to continuously review student data. More importantly, these teams will plan instruction and interventions together based on this data, making data use a practically informative experience. Assessment will take place using three primary means of evaluation, explained below:

- Quarterly formative assessment
- Weekly student work
- Annual state assessments



### ***Quarterly Formative Assessment***

SCGC will measure individual student performance using a diverse array of appropriate, valid, and reliable assessment tools. The main formative assessment will be the NWEA MAP assessment. This computerized assessment will be given within the first two weeks of a student starting school, and in quarterly intervals after that. For additional information, please visit the NWEA website: <http://www.nwea.org/products-services/computer-based-adaptive-assessments/map>

A few key features that make the NWEA MAP an excellent assessment for the students of SCGC:

- ✓ *It is a computerized adaptive test, meaning that the answers change throughout the test to fit student level, easing frustration and giving teachers pinpoint data.*
- ✓ *The assessment is aligned to California state standards, giving teachers relevant information.*
- ✓ *It is used by 10 million students across the country, making it a relative measure.*
- ✓ *Results are returned within 24 hours, allowing teachers to modify instruction to immediately fit student needs.*
- ✓ *MAP rating scales of student performance are aligned to online teaching resources, where a teacher can find lessons, children's books, and student goal strands based on their exact reading, writing, math, and science level.*

### **Recent Seneca Center Non Public School NWEA MAP results:**

- *The mean RIT score in Reading for the 8th-12th grade students at Seneca's Oak Grove school rose from 200.7 to 207.3 from the fall administration to winter. The median rose from 206 to 207. (According to NWEA's Growth Projection Calculator, the projected growth from fall to winter for a 9<sup>th</sup> grade student with a score of 200 is 2 points!)*
- *The mean RIT score in Reading for elementary students at Seneca's Fremont school rose from 179.1 to 187.6 from fall to winter. The median rose from 185 to 194. (According to the Growth Projection Calculator, the projected growth for a 4<sup>th</sup> grade student with a score of 179 is 5 points!)*
- *The mean RIT score in Mathematics for the elementary (1-5<sup>th</sup> grade) students at Seneca's SL school rose from 171.4 to 179. The median rose from 167 to 183. (According to the GPC, projected growth for a 3<sup>rd</sup> grader with a score of 171 is 6 points)*
- *The mean RIT score in Reading for the elementary (1-5<sup>th</sup> grade) students at Seneca's SL school rose 167.9 to 179.1 from fall to winter. The median rose from 164 to 177. (According to the GPC, the projected winter score for a 3<sup>rd</sup> grader with a 168 would rise by 7 points from fall to winter)*

See Appendix F for a sample MAP student and classroom report.

### ***Weekly Student Work***

Using the Professional Learning Communities format developed by Dufour & Eaker (1998), the classroom teams at SCGC will gather weekly to review student work during Tuesday 'Data Action'. One hour weekly, on Tuesdays after school, will be set aside for staff to review common assessments. These common assessments will span the disciplines, but will primarily focus on reading, writing, and math. Led by the principal, classroom teams will create a common assessment to give and review together the following week.

#### **Example prompt and response in writing:**

##### **Prompt-**

*What was the best trip you have taken? Where? Why did you like it?*

##### **Student response-**

*Last year I went to Yellowstone it was fun first we went to the place and set up the tent. There were lots of trees it was cool. My mom like it. It is my mom favret pert of Yellowstone. My favret prèt of it is the hik. I love to run on the rocks it was so fun. We want to go agen with my cosinz soon.*

By writing the assessment collaboratively as 3<sup>rd</sup>/4<sup>th</sup>-6<sup>th</sup>, and 7<sup>th</sup>-8<sup>th</sup> grade teams, the staff can modify the question to make it easier or harder based on the skills of their students. Teachers will use "blind scoring" to evaluate student responses. Each teacher assigns a score on a four-point rubric and then shares their results with one another once each teacher has scored each student.

The purpose of these assessments and blind scoring is to help staff continually calibrate their expectations of what a successful paper or response is, ensuring that their instruction is consistent and up to grade level California standards. This data assessment is an important and laborious part of SCGC instruction, which is why it is led by the principal and allotted 90 minutes each week.

### ***Annual State Assessment***

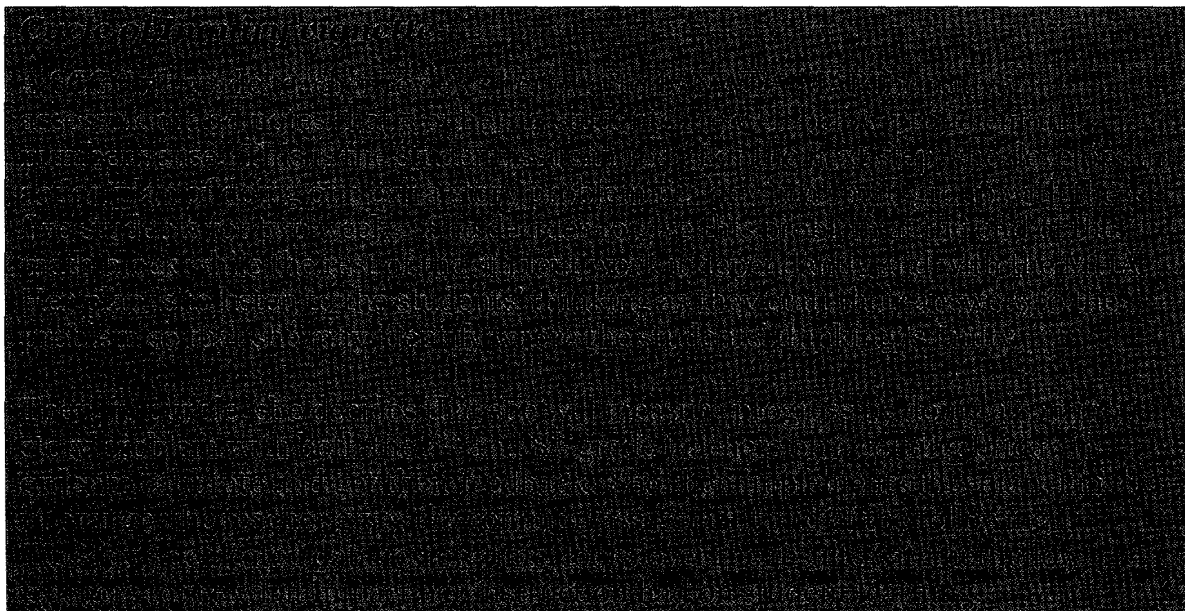
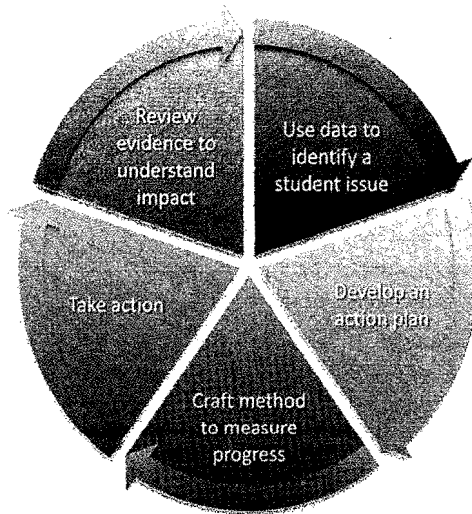
The SCGC shall administer all state-mandated tests in accordance with Education Code Section 60605 and as required of pupils in non-charter public schools. The SCGC shall generate an Academic Performance Index/API score (state) and shall be measured on its Adequate Yearly Progress/AYP as mandated by the No Child Left Behind Act.

## Current Progress

### **Instructional Improvement**

SCGC is a school that is committed to being in a continuous cycle of inquiry. We will strive to be a learning organization, in which instructional improvement will be a way of life. SCGC instruction will be continually calibrated to student need and performance by means of over 400 minutes weekly of staff professional development and collaboration, individual weekly consultation with the principal, and peer-to-peer observations. The centerpiece of this cycle of inquiry and improvement is student data, which will drive improvement.

A graphic view of the cycle (Copland, 2009) and a vignette of its use at SCGC:





### **Use and Reporting of Data**

As stated above, the SCGC will use many types of assessments. As shown in the vignette above, data will be used internally on a frequent basis. 90 minutes every Tuesday is set aside for staff to collaboratively review student data, which includes everything from daily student work to formalized assessments. This cycle of inquiry of data use has four key intentions:

- *Continual improvement of individual student outcomes*
- *Continual improvement of instructional and pedagogical capacity of individual teachers*
- *Continual improvement of collaboration and idea-sharing among all staff*
- *Continual improvement of school outcomes*

The assessment results can be categorized in multiple ways, including the following:

1. Aggregated data on student performance as a whole. This information will direct future program development, especially guiding the Leadership Team.
2. Disaggregated data, broken down by subgroup, demonstrating the degree to which the school is successfully addressing all categories of learners.
3. Data on individual student performance, used to determine how well each student is learning and the degree to which they are mastering grade-level skills and continuing to progress behaviorally. This individual student data will be used to evaluate the effectiveness of current interventions and the quality of classroom instruction.

The school and each classroom will set growth targets for the year based on NWEA MAP benchmark data. This adaptive computerized assessment will be given within the first two weeks of the school year. Based on these results, each classroom team will set growth targets for their class and each student. This illustrates that SCGC is striving for accelerated growth, not absolute performance measures.


**Data reporting with students**

Academic research is overwhelming when addressing data use with students. When students track their academic performance data, set personal goals for success, and graph their own progress, they score much, much higher than students that do not:

*When students track their own progress on assessments using graphic displays, the gains are even higher. Over my many years of working with teachers, I have had the opportunity to examine the effects of such an approach. In 14 different studies, teachers had students in one class track their progress on assessments; in a second class, these teachers taught the same content for the same length of time without having students track their progress. On average, the practice of having students track their own progress was associated with a 32 percentile point gain in their achievement (Marzano, 2009)*

Teachers at SCGC will meet monthly with each child to review their performance data, set goals, and track progress. This empowering process will merely be facilitated by the teacher, with most of the air time and voice given to the students. By giving the student ownership of the process, the probability of their success being relevant and intrinsically motivating rises.

Teachers will individually monitor the achievement of each student, recording their assessment progress on the NWEA MAP and on periodic assessments. This will be reviewed with their team weekly and with the principal monthly during goal-setting conferences. Example recording sheet for this conference:



	ELA	MAP score:	MATH	MAP score:
What instructional strategies did you use?				
Instructional strategies that have NOT worked:				
Data or student work sample to monitor progress for next time:				

NWEA's MAP provides goal setting sheets for teachers to use with students. The sheets automatically populate the student's most recent assessment scores. A sample sheet is in the appendix and can be viewed at:  
<http://www.mapuser.k12.de.us/files/sgsworksheet.pdf>

### **Data reporting to families**

Data for families will fall into two main categories; individual student progress and all-school progress. For individual progress, families will receive at least one informal phone or email communication from SCGC weekly and a more formalized email or phone call from staff monthly, updating academic and behavioral progress. In addition, twice-annual parent-teacher conferences will take place, along with annual IEP meetings. Furthermore, students with special needs will have their annual IEP meeting and may call additional meetings at any time.

Moreover, the MAP assessment auto generates a letter that is sent home explaining student assessment results on the quarterly assessments. These reports contain some academic language and can be confusing. The classroom team will utilize the designated 90-minute weekly home communication time as a chance to help families understand these reports. It will be an expectation at SCGC that this communication is based more primarily on positive reports, rather than negative. Too often, schools make calls home only when things are going badly, leading to a distrustful relationship between school and home. Frequent positive and honest communication will foster a more open and cooperative relationship.

### **Data Reporting to OUSD**

SCGC will report all information required by OUSD by the appropriate deadline.  
<http://www.ousdcharters.net/-fall-info-update-2009.html>

For the 2009-2010 school year the following information was required for submission by October 9<sup>th</sup>, 2009:

1. CHARTER INFORMATION UPDATE FORM
2. CHARTER POLICY UPDATE FORM
3. 2009 DOJ/TB AFFIDAVIT FORM
4. 2009 ENROLLMENT SPREADSHEET UPLOAD
5. 2009 GOVERNING BOARD SPREADSHEET UPLOAD
6. 2009 STAFFING SPREADSHEET UPLOAD

### **SARC REPORT**

SCGC will follow State of California guidelines and prepare an annual SARC report. SARC templates with data will be updated by early November of each year. Sources of data for the template are:

1. CBEDS data - collected in the fall of the previous year
2. STAR assessment data - collected in the spring
3. API growth data - calculated in the fall
4. Fiscal data - collected in the spring of the previous year

Per the CDE website, <http://www.cde.ca.gov/ta/ac/sa/questions.asp#Templates>  
“State and federal laws require specific items to be reported in the following categories: demographic information; school safety and climate for learning; academic data; school completion; class size; teacher and staff information; curriculum and instruction; postsecondary preparation; and fiscal and expenditure data.”

In addition, “Both NCLB and California law require that information be made available pertaining to California Standards Test (CST) results by grade level, proficiency level, and specific required subgroups, including race/ethnicity.”

### **III. Petitioner Capacity**

#### **A. Governance Capacity**

##### **1. Legal Structure**

Seneca Center has been successfully serving children and youth in the Bay Area since 1985 and maintains a well-established, time-tested governance structure. The Seneca Center Growth Charter will benefit from this healthy governance configuration. The SCGC will constitute itself as a California Public Benefit Corporation pursuant to California law. The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The governance structure will directly reflect the philosophy and values as determined by the SCGC Board of Directors and the school leadership team. SCGC will be established as its own 501(c)3 organization, with a separate board of directors than its parent organization, Seneca Center. Attached in Appendix I, are Seneca Center's Articles of Incorporation and bylaws.

##### Insurance

The SCGC will obtain adequate insurance coverage for its operations. The insurance coverage will match the coverage held by all Seneca Center building-based programs. An example of current insurance held by a Seneca Non Public School site is shown in Appendix E.



## **2. Governance Experience**

### The Organizational Team

The SCGC Organizational Team brings many years of experience in the educational field to the creation of SCGC. The following team members will provide ongoing support of SCGC once opened.

#### **Ken Berrick-Founder/CEO**

Ken is the founder and Chief Executive Officer of Seneca Center. Ken is a member of the California Child Welfare Council, the President of the California Alliance of Child and Family Services and is a Trustee representing Area 2 on the Alameda County Board of Education. His advocacy work on behalf of children, youth and families includes serving on several policy planning groups at both the county and state levels. Ken has been a resident of Alameda County since 1983. He lives in Oakland with his wife, Jill, and their two children.

#### **Katherine West-Executive Director/CFO**

Katherine has over 20 years of experience designing systems to efficiently manage the complexities of multiple funding streams and associated state and federal regulatory requirements for special education and mental health treatment programs. Ms. West's contracting and business expertise is recognized statewide, and she frequently advises other provider and county agencies on contract development and maximization of appropriate funding opportunities.

#### **Scott Osborn- Division Director of School Programs**

As Division Director of School Programs, Scott is responsible for the continuum of educational and mental health services Seneca delivers at 23 Bay Area schools. He has worked in various East Bay school settings for 20 years, including seven years as Director of nonpublic schools. Trained as a clinical social worker, Scott offers extensive knowledge in the integration of mental health and educational services. Scott has lived in Alameda County for 20 years, and currently resides in Alameda with his wife, Amy, and their two boys.

#### **Eric Nelson-Educational Director**

Eric is an Educational Director at Seneca, strengthening school-based services and providing leadership development for site directors. Prior to joining the Seneca team, Mr. Nelson was a Network Executive Officer for the Oakland Unified School District, supervising 18 schools and 6,500 Oakland students. He also served for seven years as an elementary principal in Seattle, Washington and Wisconsin. Mr. Nelson has a keen knowledge of educational systems and structures and is in the midst of finishing his Doctoral Degree in educational leadership. He and his wife Christina live in Oakland.

## **School Site Governance**

Seneca Center is organized as a single 501c3 with a single Board of Directors. SCGE will have a School Advisory Council (SAC) that will have decision-making authority and provide consultation for school decisions. This model is mirrored after the best practices of quality Charter Management Organization such as Aspire Public Schools. Like the school-site boards at Aspire, the SCGC SAC will:

- set two to three year vision and mission
- governance of SCGC, making sure that it abides by ethical and legal standards in making its vision a reality.
- craft school policies
- address school safety issues
- determine budget priorities

The SAC will consist of the principal, the clinical director, two parents, one member of the Seneca Center organization, and two community members at large. The SAC will meet the first Monday of every month and will provide child care for members. The principal is responsible for communicating all SAC policy decisions to the school and to the Seneca Center Board of Directors.

SAC members will be recruited by the principal who will look for qualities that will help the SAC function in a way to support the long-term vision and mission of the school. Qualities they may possess:

- *Passion for our SCGC's purpose to serve students with mental health needs*
- *Willingness to commit time for SAC meetings and school events*
- *A team player that works well in a group*
- *Someone who listens well, is thoughtful in considering issues*
- *Understanding of the school community and its needs*

Prospective SAC candidates will initially be interviewed by the principal, attend a SAC meeting and/or visit the school before any invitations to be part of the SAC are made. It is SCGC's hope to make this a process that attempts to find caring, committed individuals and spot possibly divisive people before being asked to be on the SAC, which will be done initially by the principal for the first seven members, and then through a streamlined process involving all SAC members.

Questions to ask when filling SAC seats:

1. Does the SAC reflect the ethnic composition of the community?
2. Does the SAC reflect a knowledge of and experience in financial, business and education professions?
3. Does the SAC clearly understand its roles and responsibilities?
4. Would an outside visitor to a SAC meeting clearly understand the mission and vision of SCGC?

Once a member of the SAC, members will be indicted with a packet of information from the principal that includes the history of SCGC, the mission and vision of SCGC and Seneca Center, roles and responsibilities, and schedule.

# SCGC Student Manual

## 1. Enrollment Procedures

### **Student Admission Policies and Procedures**

SCGC is committed to serving students in need of mental health support services, collaborating with OUSD special education staff to identify high risk students in need of mental health services due to emotional and behavioral challenges. The SCGC will focus outreach and student recruitment efforts on OUSD elementary and middle schools that currently have no mental health support services. Targeted population for recruitment will exceed 75% free/reduced lunch level, indicating a low level of socio economic status, as these groups typically have fewer mental health resources. Also, SCGC will focus outreach to non-public schools in the Oakland area students successfully transitioning into a less restrictive public school setting that serve students with mental health needs, such as those operated by Lincoln Child Center or Children's Learning Center.

Children will be referred to SCGC in the following ways:

1. *By Oakland area mental health-focused non-public schools, where the child has achieved success and a less restrictive environment is needed.*
2. *By OUSD public or charter school Special Day Class (or the equivalent) seeking a more restrictive mental health environment for a child.*
3. *By OUSD schools, seeking a more restrictive mental health supported placement.*
4. *By the OUSD admissions office seeking mental health support based on IEP stipulations.*
5. *By personnel from the OUSD special education department seeking mental health support of a child based on their IEP stipulations.*
6. *By a child's parent or guardian seeking mental health support.*

Next, possible SCGC students will go through a robust intake process after students are enrolled at the school. This process is meant to be a fair process that simultaneously supports the specialized focus of the school and student needs.

The intake process at SCGC will follow the following steps:

- *Review the student referral form.*
- *Conduct an initial meeting between an SCGC therapist and the prospective student.*
- *Conduct a school site tour with the family, explaining the school's purpose and procedures.*
- *Complete a full educational intake assessment.*
- *Complete a full clinical intake assessment.*
- *Conduct a needs assessment with former school placement.*
- *Conduct a needs assessment with family.*
- *Complete an internal review to understand the mental health needs of the child.*
- *Conduct a final placement meeting with student's family.*

At the initial SCGC intake meeting, the prospective student and their family will be given the SCGC Student Manual, Parent Manual, course catalog, a copy of

Seneca's Agency Values Statement, and other documents related to the charter school. The student and parent manuals will include information on: (1) classroom structure;(2) school/program rules and procedures; (3) the academic and therapeutic programs; (4) the behavioral management system; (5) school-home communication; (6) quarterly reports/report cards and parent-teacher conferences; (7) parent volunteer opportunities; (8) special education and IEPs; (9) field trips; (10) transportation options; and (11) the free and reduced-fee breakfast and lunch program available to eligible students and families.

When/if student applicants outnumber available spaces at the SCGC, a lottery will be held. The public lottery will be utilized quarterly to ensure a fair and impartial enrollment process. The lottery will be held four times a year in July, October, January, and April. Each student applicant will be given a randomly selected, computer generated lottery number, which will be used to select students for admission.

The lottery will be by grade level, based on classroom space availability. Families of students selected will be notified by phone and in writing and will have 48 hours to affirmatively respond. Those applicants not responding within this designated timeframe will be removed from the list and be required to reapply should they wish to be considered for any future opening.

Students not admitted via the lottery system will be contacted by phone and in writing. These student families will be offered the opportunity to be placed on a waiting list. Should a place in the school become available before the next lottery, the student will be contacted and offered the space. Students will be placed on the list per the order of their lottery number. Upon the next lottery, all prospective students will reenter the lottery and the process will begin again.

After extensive discussions with OUSD Special Education director Lisa Ryan-Cole, area charter school leaders, and current Seneca parents, there has been expressed interest in SCGC. Based on this response, we expect full enrollment for year one.

### **Non-Discrimination**

Due to the unique population of students that we are targeting for the SCGC, and the referral process for the program, it can be assumed that the student population will be a direct reflection of the racial/ethnic population of the mental needs population of Oakland.

The SCGC will be open to all students interested. Seneca Center has a nondiscrimination policy for client/student admissions that prohibits discrimination on the basis of all categories protected by local law (race, color, creed, religion, national origin, ancestry, age, gender, sexual orientation, gender identity, domestic partnership status, marital status, disability and AIDS/HIV status). SCGC will also follow this nondiscrimination policy. No tuition will be charged for students enrolled in the SCGC.

### **Student Recruitment**

In addition to working with the OUSD special education and student assignment offices, SCGC will adopt the following recruitment strategies or practices:

- *The development of promotional and informational materials that appeal to all of the various racial and ethnic groups represented in the District.*
- *Outreach meetings in several communities of the District to discuss the services and programs available at the SCGC.*
- *Attendance at District IEP meetings where the SCGC is being discussed as a possible option for the student.*
- *Presentation at OUSD special education staff meetings providing information on the programs and services available to students that have specific and unique mental health educational needs.*

## **2. Operating Procedures**

### **Health and Safety**

#### **Governing Law**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.*

*– CA Education Code Section 47605.6(b)(5)(G)*

The SCGC will provide high quality services, which adhere to the strictest health and safety standards. The agency polices and procedures include, at a minimum, the following:

- *A requirement that all enrolling students provide records documenting immunizations*
- *Policies and procedures providing for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires, and earthquakes will be in place upon opening*
- *Training for staff and students relating to preventing contact with blood-borne pathogens*
- *A requirement that instructional and administrative staff receive training in emergency response including appropriate "first responder" training or its equivalent*
- *Identification of staff trained in the administration of prescription drugs and other medicines*
- *A policy establishing that the school functions as a drug, alcohol, and tobacco-free workplace*
- *A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Ed Code Section 44237*

In addition to being in the agency Policy and Procedures Manual, the policies will be incorporated into both the staff and student handbooks and will be reviewed on an ongoing basis as part of the annual training schedule. This manual is attached to the petition.

### **Suspension/Expulsion Procedures**

In alignment with our mission, it is our goal to support students through all steps of their treatment process and to work with the student to overcome obstacles. Built into the behavioral system will be clear consequences for behaviors. An example of this system, called a 'phase system', is attached in Appendix Da. This example is from Seneca Center's San Leandro non-Public School. However, the behavioral system at SCGC will be more tailored to the level of students that are enrolled, and will be modified once enrollment is complete and a calibration of student behaviors can be made.

SCGC will feature clear consequences for poor student behavior choices, which will span from loss of privileges in the classroom to suspension. The State of California suspension and expulsion statutes, located in Appendix Db, will be strictly followed. This includes suspension and expulsion of students at SCGC, if warranted via Ed Code. The suspension and expulsion of students has not historically been part of Seneca Center's theory of action but will implemented at SCGC, to mirror the expectations students will have at mainstream schools. If a child is expelled from SCGC, every attempt will be made to keep them in the

Seneca continuum of services, with parent permission. This would most likely mean a non-public school placement for expelled SCGC students.

### **Public School Attendance Alternatives**

The parent or guardian of each student enrolled in the SCGC will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. Given the unique target population of the SCGC, it is the goal for District personnel to make recommendations to parents to enroll in our program. It is also likely that students will be referred through their IEP process. The free, appropriate education offer made to a student that includes SCGC as an option will also include an alternative, so that enrollment is a choice. If parents opt to not attend the SCGC, they may attend other District programs as appropriate to serve the unique needs of their child.

### **Dispute Resolution – Relating to Charter Provisions**

Disputes will follow the OUSD Dispute Resolution procedure-

#### **STEP ONE:**

Prior to filing a complaint with the OUSD Office of Charter Schools, one must first exhaust all avenues provided in the school's uniform complaint procedures.

\*\*\* If a complaint involves a severe and imminent threat to student health and safety it should be brought to the immediate attention of the school's administration first; but may also be brought to the attention of the OUSD Office of Charter Schools who will in turn contact the school and seek to address and resolve the potential risk.

\*\*\* If a public school employee believes they have been discriminated, under Title 5 of the California Code of Regulations they have the right to file a Uniform Complaint with the Governing Board of a charter school, the SAC at SCGC. Also, they may file a complaint with the California Department of Fair Employment and Housing (DFEH).

#### **STEP TWO:**

If not satisfied with the final response from the charter school SAC or ombudsperson, a complaint may be filed with the OUSD Office of Charter Schools. Complaints must be in writing and include supporting documentation that provides evidence that the complainant has followed all steps of the school's uniform complaint procedures. Complainants are encouraged to inform the charter school of his or her intent to file a complaint with the charter school's authorizer.

#### **STEP THREE:**

Upon receipt of a complaint that has satisfied STEP TWO, the Office will evaluate the following:

1. Does the complaint pertain to an issue that involves one or more of the following? \*

- a. *A violation of any provision of law*
- b. *A violation, material in nature, of terms of the school's charter*
- c. *A school not pursuing or meeting a pupil outcome identified in their charter*
- d. *A violation of generally accepted accounting principles or fiscal mismanagement*

\* EC 47607(c)

2. Has the school not provided a response or resolution that satisfies the complaint?

#### STEP FOUR:

The Office will determine if intervention by the authorizer is warranted using the following guidelines.

#### NON-INTERVENTION BY AUTHORIZER::

Reasons for non-intervention include the following:

· If a complaint does not pertain to one of the following: (EC 47607(c))

- *A violation of any provision of law*
- *A violation, material in nature, of terms of the school's charter*
- *A school not pursuing or meeting a pupil outcome identified in their charter*
- *A violation of generally accepted accounting principles or fiscal mismanagement*

OR

· The complaint has been deemed to be sufficiently addressed by the charter school.

The Office of Charter Schools will provide notification of non-intervention to the complainant in writing within 15 calendar days following the conclusion of its evaluation.

#### INTERVENTION BY AUTHORIZER::

· If a complaint pertains to one of the following: (EC 47607(c))

- *A violation of any provision of law*
- *A violation, material in nature, of terms of the school's charter*
- *A school not pursuing or meeting a pupil outcome identified in their charter*
- *A violation of generally accepted accounting principles or fiscal mismanagement*

AND

· The complaint has been deemed not to be sufficiently addressed by the charter school.

The Office of Charter Schools will contact the school and begin an investigation.

If the school is deemed to have committed a relevant violation, the Office of Charter Schools will initiate its Intervention Protocol in an attempt to bring



resolution to the issue.

**INTERVENTION PROTOCOL:**

1. **NOTICE OF CONCERN:** Communication in writing to the school outlining complaint and requesting evidence of corrective action or evidence that complaint is invalid
2. **NOTICE OF VIOLATION:** Communication approved by the OUSD Board of Education presenting substantial evidence of a violation/s and a notice to remedy the violation/s within a specified timeframe or risk revocation of school's charter
3. **NOTICE OF INTENT TO REVOKE CHARTER:** Communication approved by OUSD Board of Education indicating that corrective action has not remedied the violation/s and the intent of the OUSD Board of Education to revoke the school's charter.

\* All complaints received by the Office, regardless of intervention by the authorizer, are communicated to the charter school/s identified in the complaint.

**Parent and Community Complaints**

SCGC will follow the dispute resolution process that is currently followed by the entire Seneca Center organization. This procedure meets compliance standards and will be revised as district, state or federal law dictates. A copy of this procedure, approved by the Seneca Center Board of Directors and called the 'Complaint and Significant Complaint Policy' is in Appendix B. In short, these procedures outline the complaint policy, informs the person making the complaint of their rights, explains that a complaint can be verbal or in writing, and outlines that this complaint can go to the SCGC principal. At SCGC, the dispute resolution process will be handled by the School Advisory Council (SAC) using the Seneca dispute resolution process.

The intent of this dispute resolution process is to: (1) resolve disputes within the school pursuant to the school's policies for example disputes between parents and staff or between two staff members; (2) minimize the oversight burden on the district; (3) ensure fair and timely resolution to disputes; and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

If the principal is involved in a dispute, or there is not resolution to the procedure that is satisfactory to any involved parties, or if a disagreement arises regarding something within the school, for instance between the principal and site coordinator, these will escalate to Education Director Scott Osborn, the principal's supervisor, who is ultimately help accountable for the school site.

The district shall not intervene in any such internal disputes without the consent of the SAC and shall refer any such district-level complaints or disputes directly to the CEO, Ken Berrick. The District agrees not to intervene or become involved

in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the SAC of the school has requested the district to intervene in the dispute.

### **Closure Protocol**

The following procedures shall apply in the event the SCGC closes. The following procedures apply regardless of the reason for closure:

1. The decision to close SCGC will be based upon an official action of the Board of revocation or non-renewal by OUSD and will identify the official reason for the closure.
2. Closure of SCGC shall occur at the end of the academic year if the school is in a viable position to do so.
3. As soon as closure is imminent, SCGC will notify the District to schedule a meeting to discuss a payment plan for any funds owed by OUSD to the school, or owed to OUSD by the school.
4. The SCGC SAC will ensure notification to the parents and students of the school of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the school.
5. As applicable, SCGC will provide parents, students and OUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. SCGC will ask OUSD to store original student records. All records of the school shall be transferred to OUSD upon school closure.
6. As soon as reasonably practical, SCGC will prepare final financial records. The school will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by the school and will be provided to OUSD promptly upon its completion.
7. Notification will be initiated by the School and County and directed to the Charter Schools Unit at the CDE. The notification should include the following information:
  - a. *Charter School name, charter number and CDS code*
  - b. *Effective date of closure*
  - c. *Reason for the closure.*

### 3. Management Structure

#### **Classroom Staff**

SCGC will be staffed with specially trained Seneca staff. Each staff member will complete the Seneca Training Institute, which provides specific training for working with at-risk students with mental health needs. SCGC staff will continue to participate in Seneca-wide ongoing professional development that range in topics from working with students with depression to helping families deal with the stress of caring for children with extensive mental health needs. This intensive and unique training will be pivotal to the school's success.

Each SCGC classroom will consist of 18 students and the following staffing:

- One NCLB compliant teacher
- One Bachelor's level mental-health assistant classroom counselor

This staffing configuration leads to a low student to staff ratio (1 to 9) that includes closely aligned specialists that work together to support the students and families. Each staff member has unique and important roles. Classroom teachers will be responsible for the design of academic instruction and supervision of implementation of instruction by themselves and other classroom staff. Teachers will also be a main link and communicators to student families. Mental health assistants will provide both academic and therapeutic support as needed for all students. They will be involved in planning instruction and therapy schemes, enabling them to individualize support to every student. This cadre of three staff per classroom not only lends it self to low student to adult ratios, but is excellent for implementing small group instruction like guided reading groups.

SCGC clinicians will provide continuous positive intervention to support the behavior management program, as well as assist the teachers in delivering individualized instruction for each student. Clinicians will also provide mental health assessments, treatment planning, individual, group and family therapy, crisis intervention, and case management services for each student, as well as serve as an important contact between the classroom and parent/guardian.

In addition, an intervention specialist will be on staff at SCGC to support extended learning, serving students in three capacities:

- Plan and lead physical education and art therapy classes.
- Provide academic interventions in reading for the neediest students as measured by the MAP student assessment. This person will meet daily with the lowest ten readers, utilizing a program titled *Reading Tutor* which is published by SRA. As the SRA website states. *"This 10-15 minute intervention has been proven to quickly increase phonemic awareness, alphabetic understanding, decoding skills, identification of high-frequency, irregular words, and fluency with connected text, spelling skills."*

<https://www.sraonline.com/products.html?tid=1&sid=2973>

- Design and deliver after-school academic interventions and student physical activity opportunities.

## ***Intervention specialist daily schedules***

### **YEAR 1**

	<b>Monday, Tuesday, Thursday, Friday</b>	<b>Wednesday</b>
10:00-10:20	Materials prep	Materials prep
10:20-10:35	Recess	Recess
10:35-11:15	Academic interventions (2 students @ 20 min)	Academic interventions (2)
11:15-11:50	Lunch	Lunch
11:50-12:00	Materials prep	Science support
12:00-12:40	6 <sup>th</sup> gr. Class A-Phys Ed (M, Th) Art Therapy (T, F)	Closing Meeting (12:45)
12:40-1:20	5 <sup>th</sup> gr. Class-Phys Ed (M, Th) Art Therapy (T, F)	School ends @ 1 pm
1:20-2:00	6 <sup>th</sup> gr. Class B-Phys Ed (M, Th) Art Therapy (T, F)	1 <sup>st</sup> & 3 <sup>rd</sup> : Prof Development
2:00-2:15	Materials Prep	2 <sup>nd</sup> : Focus Groups
2:15	School ends	4 <sup>th</sup> : Leadership Team
2:15-3:00	Student games & physical activities	
3:00-5:00	Academic interventions (8 students @ 20 min)	
5:00-6:00	Student games & physical activities	

### **YEAR 2**

	<b>Monday, Tuesday, Thursday, Friday</b>	<b>Wednesday</b>
9:40-10:20	7 <sup>th</sup> gr. Class A-Phys Ed (M, Th) Art Therapy (T, F)	Academic interventions (2)
10:20-10:35	Recess	Recess
10:35-11:15	7 <sup>th</sup> gr. Class B-Phys Ed (M, Th) Art Therapy (T, F)	Academic interventions (2)
11:15-11:50	Lunch	Lunch
11:50-12:00	Materials prep	Science support
12:00-12:40	6 <sup>th</sup> gr. Class A-Phys Ed (M, Th) Art Therapy (T, F)	Closing Meeting (12:45)
12:40-1:20	5 <sup>th</sup> gr. Class-Phys Ed (M, Th) Art Therapy (T, F)	School ends @ 1 pm
1:20-2:00	6 <sup>th</sup> gr. Class B-Phys Ed (M, Th) Art Therapy (T, F)	1 <sup>st</sup> & 3 <sup>rd</sup> : Prof Development
2:00-2:15	Materials Prep	2 <sup>nd</sup> : Focus Groups
2:15	School ends	4 <sup>th</sup> : Leadership Team
2:15-3:00	Student games & physical activities	
3:00-5:00	Academic interventions (8 students @ 20 min)	
5:00-5:40	Student games & physical activities	

### **YEAR 3**

	<b>Monday, Tuesday, Thursday, Friday</b>	<b>Wednesday</b>
8:20-9:00	8 <sup>th</sup> gr. Class A-Phys Ed (M, Th) Art Therapy (T, F)	Academic interventions (2)
9:00-9:40	8 <sup>th</sup> gr. Class B-Phys Ed (M, Th) Art Therapy (T, F)	Academic interventions (2)
9:40-10:20	7 <sup>th</sup> gr. Class A-Phys Ed (M, Th) Art Therapy (T, F)	Academic interventions (2)
10:20-10:35	Recess	Recess
10:35-11:15	7 <sup>th</sup> gr. Class B-Phys Ed (M, Th) Art Therapy (T, F)	Academic interventions (2)
11:15-11:50	Lunch	Lunch
11:50-12:00	Materials prep	Science support
12:00-12:40	6 <sup>th</sup> gr. Class A-Phys Ed (M, Th) Art Therapy (T, F)	Closing Meeting (12:45)
12:40-1:20	5 <sup>th</sup> gr. Class-Phys Ed (M, Th) Art Therapy (T, F)	School ends @ 1 pm
1:20-2:00	6 <sup>th</sup> gr. Class B-Phys Ed (M, Th) Art Therapy (T, F)	1 <sup>st</sup> & 3 <sup>rd</sup> : Prof Development
2:00-2:15	Materials Prep	2 <sup>nd</sup> : Focus Groups
2:15	School ends	4 <sup>th</sup> : Leadership Team

2:15-3:00	Student games & physical activities	
3:00-4:20	Academic interventions (5 students @ 20 min)	

### **Administrative Staff**

The SCGC staff will also feature an administrative team of a principal and a clinical supervisor. The principal will be responsible for ensuring the overall management and day-to-day operations of the school, serving as an instructional leader. This definition means their main responsibility is to ensure quality education is continuously happening, by visiting classrooms and collaborating closely with all staff. SCGC will also have two administrative assistants and a building maintenance supervisor.

The table below lists of each of the staff positions, number of total positions, their functions, and each position's supervisor. The number of positions listed will be reached when the school is at full three-year growth. These positions and their costs are also included in the financial section of this petition and are featured in the appendix as a SCGC budget attachment.

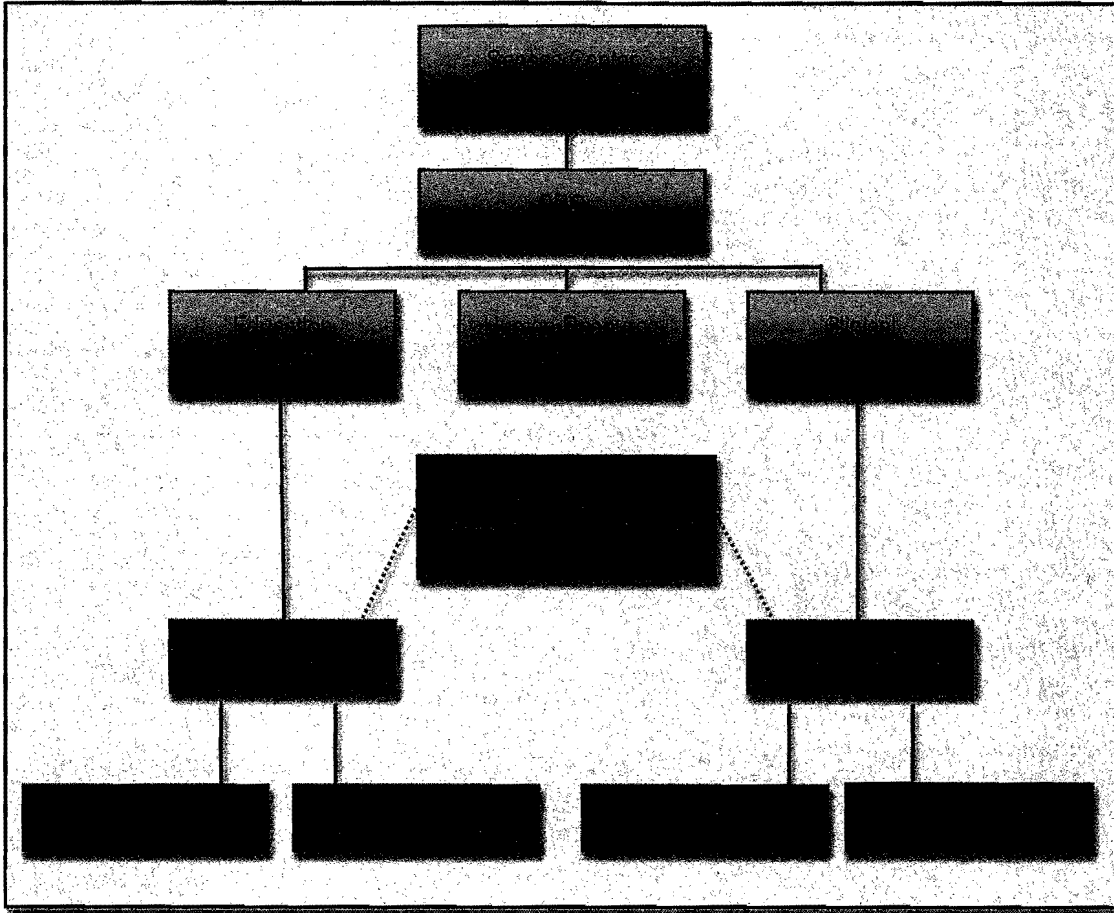
<i>SCGC Classroom Team</i>			
Teacher	7	Manage and oversee academic planning and implementation of the classroom. Monitor student progress and modify instruction to student needs.	Principal
Mental Health Assistant	8	Individualized support of student behavioral and educational needs.	Clinical Supervisor
Intervention Specialist	1	Dedicated classes to PE and Arts Therapy. Implement academic interventions as needed.	Principal
Clinician	7.5	Manage case loads of students with IEPs @ 10 to 1 ratio, providing service similar to social worker.	Clinical Supervisor
<i>SCGC Administrative Team</i>			
Principal	1	Overall management of day to day operation of school and education aspects of school.	Education Director
Clinical Supervisor	1	Oversee clinical aspects of school. Supervise therapists and Mental Health Assistants.	Education Director
<i>SCGC Management Team</i>			
Administrative Assistant	1	Clerical tasks for administrative team and school and quality assurances for organization.	Principal
Maintenance Supervisor	1	Daily functioning of buildings and grounds. <i>(assigned as in-kind donation from Seneca Center)</i>	Dir. of Facilities

<i>Seneca Center Management Team</i>			
Chief Executive Officer	1	Direct mission and vision of Seneca Center organization. Directly supervise the CAO.	Board of Directors
Educational Director	1	Ensure quality educational practices and student learning in all educational programs, including SCGC. Directly supervise the principal.	CEO
Chief Clinical Supervisor	1	Ensure quality delivery and support in all therapeutic programs, including SCGC. Directly supervise the care coordinator and clinical supervisor.	CEO
Director of Human	1	Oversees the recruitment and hiring of staff. Resource	CEO

**Organizational Chart of SCGC Management**

As shown below, SCGC fits into the overall Seneca Center organization. Seneca Center CEO Ken Berrick, who is supervised by the Seneca Center Board of Directors, supervises Education Director, who will be the direct supervisor of the SCGC principal. Seneca Center's Clinical Director, who is also supervised by Ken Berrick, will supervise the Clinical Supervisor. This structure is implemented because of the vast amounts of educational and therapeutic knowledge these positions hold, enabling SCGC to start out with years of experience in their work instead of a typical start-up school. The SCGC principal supervises the administrative assistant and teachers, while the clinical supervisor supervises the clinicians and Mental Health Assistants. Again this structure keeps the educational and instructional side of the school under the expertise of the principal and the therapeutic side under the clinical supervisor.

As shown, the SCGC SAC will operate as its own separate entity from the Seneca Center Board of Directors, providing oversight exclusively for SCGC. It is placed on the organizational chart on the level of the education director, as this position will work with the board in the oversight and direction of the school from a mission and supervisory sense, but more importantly, looking forward at the future of the school and maintaining a successful school for all students.

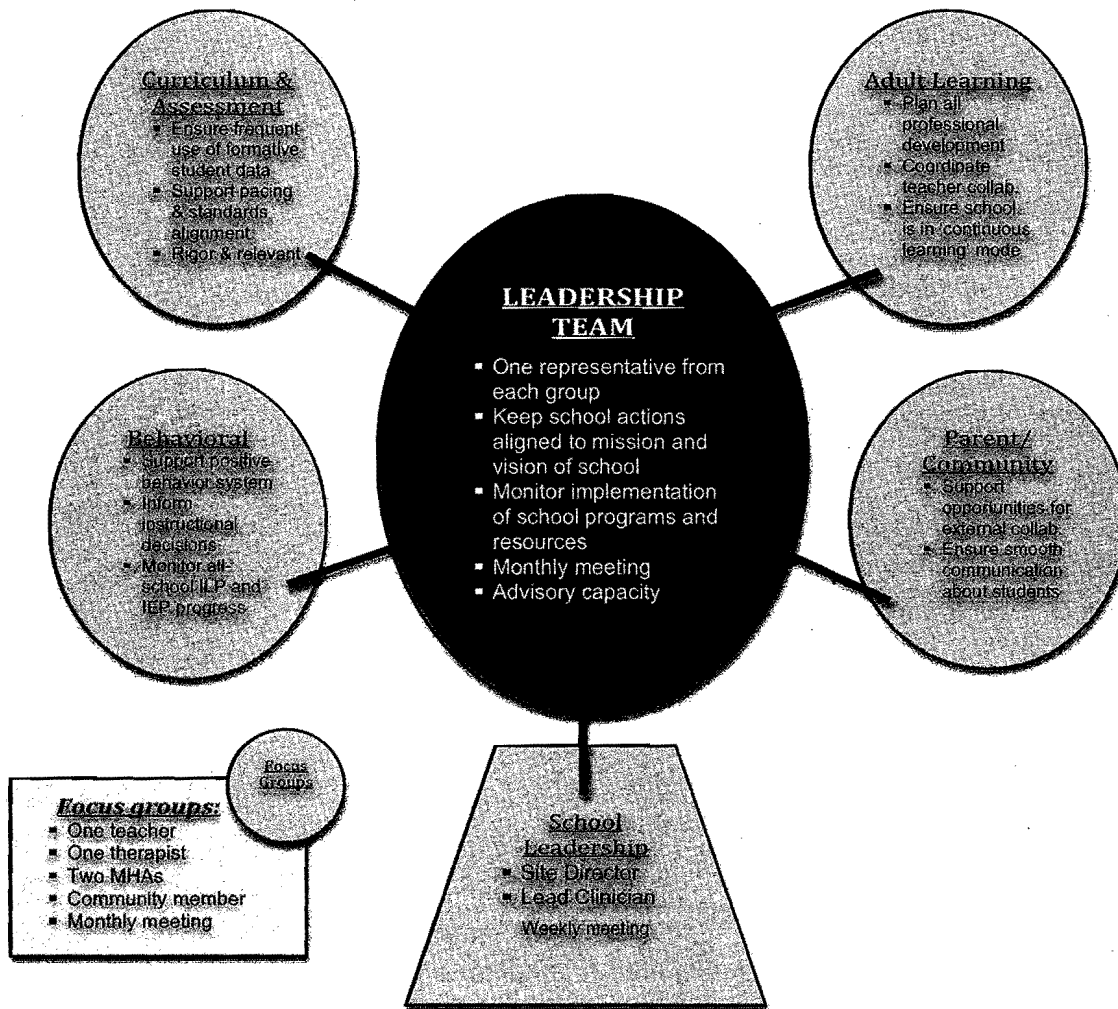


### **Collaborative School Structure**

The SCGC school structure will feature a design (*see graphic below*) that seeks to ensure alignment to the mission and values of the organization, checking for this alignment frequently and collaboratively. Systems will be established for team of staff from different areas of the school to collaboratively make key school decisions. Collaborative teams will meet monthly to research and decide on school issues in the following areas:

- Curriculum and assessment
- Adult learning (professional development)
- Behavioral needs
- Parents/community

## SCGC School Focus Groups and Leadership Team



These groups will have scheduled monthly meetings during the contracted day to complete real and practical work of the school. Ideas, questions, concerns and other issues surrounding these major areas of school functioning will be brought to these groups, enabling staff to make decisions together with a variety of stakeholders and perspectives represented. Doing so will build a collaborative school culture, empowering staff while making the total school success relevant to everyone.

For instance, the curriculum and assessment group will monitor instructional pacing and curriculum alignment by viewing student work monthly to check on trends of student learning and plan ways to address these needs. Additionally, the adult learning group will plan all professional development, ensuring it is relevant to staff needs. This group will monitor ongoing student assessment to see where staff skill needs to be built while also using other data forms like staff



surveys and training review forms to best meet the needs of the school community to continually learn and improve their practices.

### **School Leadership Team**

Each group will have a representative that sits on the School Leadership Team, a collective whose primary responsibility is to ensure that the daily actions and direction of the school remains aligned to the SCGC mission and vision. This group will operate in an advisory capacity, delegating any actions or decisions back to the administration. The School Leadership Team will be made up of parents, faculty and staff. This advisory capacity will be maintained in order to allow for real-time, empowered decisions at levels closest to student learning while engaging the SLT to be proactive and visionary. They will follow the norms of The Carver Model of Governance to help remain in an advisory capacity.

SLT community members, which will mostly likely be parents, faculty and staff, will be elected by their peers. Staff will be selected by their peers, with one member from each of the four focus groups. This will take part annually at the end of the school year by ballot. Every effort will be made to have representation from the teachers, the classroom therapists, and from the Mental Health Assistants. The parent population, in accordance with the SCGC's bylaws, will elect the SLT family representatives. They will be selected via ballot at the school annually. Two community members will be elected. The School Principal will sit on the SLT without election.

The SLT will be trained by the school principal in leadership development and group decision making. This development will take place as part of every SLT meeting and the group will have an annual learning retreat in the summer. This will be an opportunity for the group to create norms, map out the year, and inculcate new members that maybe have been added to the team.

The model emphasizes shared decision making through the participation of parents and staff. The ultimate goal is to support the mission of SCGC that students will:

- *Learn through a standards-based curriculum paced and aligned to the Oakland Unified School District to be on track for college.*
- *Monitor their own progress through frequent assessments of their academic and social skills, setting personal goals and taking ownership for their own success.*
- *Practice being responsible, democratic citizens through active hands on learning that permeates the walls of the school into the community.*
- *Understand their own strengths and limitations, preparing themselves to successfully transition back to public school.*

### **Staff Collaboration**

Through the collaborative school structure of SCGC, a culture of collaboration and cooperation will be developed. This methodology of shared responsibility will be a vital means for SCGC to keep a keen focus and alignment to its mission and vision and keep a big spotlight on student success. Staff collaboration and continuous learning will be a hallmark of SCGC, an organization in which adults and children alike are supported in continual growth, learning, and development. When a school leader, as well as the organizational systems, support teacher learning and growth, teachers will flourish (Blase & Blase, 2001, 2000). Staff collaboration and adult learning time at SCGC will happen for well over 3 scheduled hours per week. Research shows that schools that utilize focused teacher collaboration time not only exhibit higher student success, but greater teacher professional satisfaction as well (Copland & Knapp, 2006).

**SCGC collaborative staff time after school will be used as follows:**

1:20-2:00		1st & 3rd
2:00-2:15		Professional Development
2:15	School ends	2nd
2:30-4:00	MON -Class team planning	Focus Groups
Staff collaboration	TUES -Student data action	4th
	THUR -ILP plans/Home communication	Leadership Team
	FRI -Individual material prep	

**MONDAY-*Class team planning***

Each classroom team; teacher and mental health associate, will use these 90 minutes to collaboratively plan lessons for the week. This process will facilitate clear communication of expectations and outcomes for students, help to generate better ideas through brainstorming, and conveys the notion that it truly takes a village to raise a child, leading to higher quality instruction and student learning (Copland & Knapp, 2006).

**TUESDAY-*Student data action***

Every Tuesday for 90 minutes, staff will gather to review student data, led by the principal, based on the PLC model. This data may be the MAP formative assessment, student papers from a shared writing prompt, or math story problems. The staff will review and score this work together, calibrating their expectations and instructional pacing. Moreover, this practice will allow the team to determine whether some areas of study require more or less instructional time and resources. The practice of using data to drive instruction leads to more individualized instruction for every child, allowing for teacher to plan for individual students instead of just one large class. This is especially vital in the multi-grade classroom configuration of SCGC.

**THURSDAY-*ILP plans/Home communication***

On Thursdays, staff will review student ILP plans, focusing on 4 students per week. This will be a time to share highlights of what is working for their education and therapy and what interventions or other supports may need to be provided. Time will be allotted for staff to make calls to the student's home and to partake in other familial communication. This time will ensure that there is clear and constant communication between the school team and the student's family and that the two are true partners in every child's educational experience. Students, when involved in the

mapping of their progress and upon understanding that parents and the school are in aligned support of their learning, show greater academic growth (Fullan and Hargraves, 1996).

### **FRIDAY-*Individual material prep***

As most teachers will tell you, teaching elementary and middle school students requires a lot of time to prepare materials. Teachers spend hours outside of instruction, cutting, pasting, shopping for, and organizing materials. SCGC will support its staff by providing allotted time for material preparation. On Fridays, every staff will have individual time to get these materials and activities prepared for the next week. This practice will support staff in being prepared for instruction and give them the opportunity to leave for the weekend knowing they are ready for the following week, modeling appropriate work/life balance. In addition, proper preparation can lead to higher quality instruction, allow staff to focus on student needs instead of running to the copy machine mid-lesson.

### **Professional Development**

Professional development will be an ongoing, vital part of SCGC, as it continually strives to be a learning organization. As an entity, Seneca Center believes that in order for youth and families to receive the best care and treatment possible, staff must receive on-going training on current and proven practices and professional development topics. Seneca provides a learning lab for staff as well as undergraduate, graduate, and post-graduate level interns/trainees. Building upon education and life experiences, Seneca Center provides on-the-job experiential learning and on-going formal training.

As denoted in the daily calendar, a vast amount of time will be dedicated weekly to professional development at SCGC. This training will be steeped in a cycle of inquiry. This process helps school staff look closely at evidence from their own practice, class results, and all-school performance to make changes (Copland & Knapp, 2006). These choices are usually based on discoveries in data about their own practices, actions to improve the practice, and ongoing assessment to see if the plan of action is helping. Once all the steps of this cycle are complete, a new inquiry may develop from the results and the cycle begins again.

A key component of this cycle involves careful, ongoing collection, analysis and use of data, enabling the practitioner to make informed choices based on accurate information (Argyris, 1990). Sources of data can include summative or formative standardized tests, teacher quizzes, student portfolios, self-reflections, staff classroom observations, school surveys, or a variety of other data. The literature is rich in support of data use to take and refine instructional actions in the classroom and school (Franke & Kazemi, 2001; Fullan & Hargraves, 1992).

The SCGC professional development has many layers:

- *Weekly individual supervision meetings, in which teachers and the principal discuss instructional and behavior-management approaches implemented in the classroom.*
- *Weekly data meetings with other staff, dissecting student work to plan instruction.*
- *Weekly classroom team meetings to share pedagogical and instructional practices.*

- Bi-monthly teacher trainings in topics related to providing education services for students with emotional and learning disabilities and other topics. The site leader and a staff focus group will jointly plan these sessions.
- Monthly focus groups in curriculum and assessment, adult learning, behavioral needs, and parent/community issues. All SCGC staff will participate in a focus group, providing a rich diversity of thought and innovative possibilities, following the PLC structure.
- Monthly leadership team meetings attended by the site administration and a representative from each focus group. This team will advise to ensure daily actions are aligned to the mission of the school.
- \$10,000 of content coaching in curricular areas adopted by SCGC.

SCGC's goal is to support staff in every way possible so that they can continually develop their own skills and provide the highest quality services possible to our students.

Every employee's developmental path, including staff at SCGC, begins with a comprehensive two-week orientation, Basic Training. This training is paid for by the larger Seneca organization and is completed by every Seneca staff member. Upon being hired, the SCGC employee is sent to Basic Training and completes the 2-week course before going to work on-site with students. This cohesive training provides every staff member a deep introduction to the values of the organization and associated actions. Since SCGC's values are aligned to those of the larger organization, this training is a stellar way for staff to be grounded in these values. An overview of the two-week training:

Developmental SCGC					
	M	T	W	R	F
9:30-10:00	Orientation, Values Statement	<b>Child Development:</b> general considerations; outline cognitive, moral physical develop; People Mover	<b>ProAct I:</b> Purpose, Professionalism	<b>ProAct II:</b> Framework, Crisis Communication	<b>Child Abuse Detection &amp; Reporting</b>
10:00-10:30					
10:30-11:00	With, Toward & Away				
11:00-11:30					
11:30-12:00	Clinical Therapy Overview				
12:00-12:30					
12:30-1:30					
1:30-2:00	Relationships, confidentiality, relation to social workers;	<b>Behavior Modification:</b> B-Mod/ restrictive interventions- limit setting, emergency intervention plan, timeout	<b>Dangers of Restraint and Seclusion</b>	<b>ProAct II:</b> Response-Evasion; Documentation and Debriefing	<b>ProAct III:</b> Physical Practice
2:00-2:30	<b>Boundaries</b>				
2:30-3:00					
3:00-3:30	<b>HR: New Hire Paperwork Benefits, etc</b>				
3:30-4:00					
4:00-4:30					
4:30-5:00					
5:00-5:30					

9:30-10:00	<b>Disaster Preparedness</b>	<b>Life Space Interviews</b>	<b>Prevention of Sexual Harassment</b>	CEO Ken Berrick-Seneca Values	<b>Suicide Prevention: Self Care</b>	
10:00-10:30						
10:30-11:00	<b>Crisis Safety:</b> Injury and Illness Prevention Plan; milieu; vehicle safety; EIP	<b>Kronos</b>	<b>BBP</b>	<b>Documentation:</b> MH notes		
11:00-11:30						
11:30-12:00						
12:00-12:30						
12:30-1:30						
1:30-2:00	<b>Communicating with Youth:</b> Communication; active listening; feedback & responding to feedback; my house	<b>NPI</b>	<b>CPR/First Aid</b>	<b>HIPAA and Data Security:</b> Proper use of computers.	<b>Being a Better Caregiver:</b> Description of development; self evals; finish missing topics	
2:00-2:30						
2:30-3:00		<b>Multiculturalism:</b> Oppression; identity; processing material		<b>Documentation:</b> Writing IR's		
3:00-3:30						
3:30-4:00						
4:00-4:30						
4:30-5:00						<b>Family Dynamics:</b> Family Shield; family finding
5:00-5:30						

### Parent Participation

As it has been shown that parent and community involvement are greatly beneficial to the success of at-risk youth, Seneca Center ensures that these key people are involved in the planning, program design, and implementation of the SCGC. Parents and caregivers will be recruited to participate in a wide range of activities designed to support school instruction, including: (1) joining the School Leadership Team (2) planning and organizing a School Community Life Kick-Off event at the beginning of each school year; (3) partnering with service providers and teaching staff, in order to design and implement individualized treatment and learning plans for their children; (4) helping to support other parents through participation in a biweekly parent support group; (5) participating in the Parent Council, an ongoing support and therapeutic support group for Seneca parents; and (6) completing consumer satisfaction surveys as part of the SCGC's ongoing evaluation process. SCGC staff will form partnerships with parents/caregivers and focus on family and student strengths and competencies in planning and delivering education and treatment services for students.

An overview of positions available for parent participation at SCGC:

<i>Organization</i>	<i>Function &amp; Description</i>	<i>Number of Parents</i>	<i>Number of Staff</i>
School Advisory Council	The SAC will: <ul style="list-style-type: none"> <li>○ set two to three year vision and mission</li> <li>○ governance of SCGC, making sure that it abides by ethical and legal standards in making its vision a reality.</li> <li>○ craft school policies</li> <li>○ address school safety issues</li> <li>○ determine budget priorities</li> </ul>	2	2
School	The School Leadership Team's primary responsibility is to ensure that the	2	4

Leadership Team	daily actions and direction of the school remains aligned to the SCGC mission and vision. This group will operate in an advisory capacity, delegating any actions or decisions to the administration. This advisory capacity will allow for real-time, empowered decisions at levels closest to student learning.		
Parent Council	The Parent Council will provide support to the school through planning all-school events, support of each other as parents, and therapeutic support for working with children in need. The SCGC Parent Council is essential the school PTA, only with more therapeutic support for one another as they support students with behavioral needs. Meetings will be voluntary and run as a therapy group.	Unlimited	Unlimited

**Recruiting Staff**

The Seneca Center Human Resources Department, Director of Educational Services, and Training Director have established a successful process for recruiting, hiring, and training NCLB-compliant teachers who are qualified to work with students with emotional and learning disabilities. Seneca’s HR Department screens a substantial number of applicants each year to fill vacant teaching positions, placing listings on Craigslist, in *Teacher Weekly*, and on the EDJoin teacher recruiting Web site. In addition, Seneca Center has a well-structured support program to "grow its own" credentialed teachers, supporting entry-level classroom assistants in becoming Teacher Associates with gradually increasing levels of responsibility. Seneca Center will pay the tuition expenses for Teacher Associates' credentialing coursework and provides them with extensive internal professional development and mentoring. As a result, we have much lower turnover than the average for programs working with special-needs populations, and many of our teachers are already experienced and trained in our multi-level approach to working with children and families by the time they become credentialed. The SCGC will benefit from this effective system that has proven successful.

**School Implementation Team**

The charter petition you are reading, though robust, is merely the plan on paper. As an action-oriented organization, SCGC will establish a School Implementation Team to ensure a high quality school and full implementation of the systems and structures of SCGC described on these pages. The School Implementation Team will collaborate to ensure that all aspects of this plan are implemented. This group will be responsible for the planning and start-up of the school, and after the last scheduled meeting, will be disbanded, having served its purpose.

The SIT members will represent a wide array of people that can add valuable perspectives. This includes representatives inside Seneca including a teacher, student, and parent, a principal of an award winning charter school, and representatives from Oakland Unified School District. Probable membership:

<i>name</i>	<i>title</i>	<i>organization</i>
-------------	--------------	---------------------

TBD	Principal, Seneca Center Growth Charter	Seneca Center
Robin Detterman	Assistant Director, San Leandro Non Public School	Seneca Center
Daren Dickson	Education Director	Seneca Center
Todd Dickson	Principal	Summit Preparatory Charter HS
Dash Gerdes	Teacher, San Leandro Non Public School	Seneca Center
Student Rep	<i>(to be chosen from attendance area)</i>	Seneca Center
Parent Rep	<i>(to be chosen from attendance area)</i>	Seneca Center
Athena Coleman	Director of Mental Health Services	Oakland Unified School District
Monica Vaughn	Alternative Education Director	Oakland Unified School District
Katherine West	Chief Financial Officer	Seneca Center
<b>Facilitator:</b>		
Eric Nelson	Education Director	Seneca Center

**Typical SIT meeting agenda:**

<b>Time</b>	<b>Activity</b>	<b>Detail</b>
3:30-3:45 pm	Team Time	<ul style="list-style-type: none"> <li>▪ Check-in</li> <li>▪ Team building</li> <li>▪ Review of previous session</li> </ul>
3:35-4:15 pm	Team Learning	<ul style="list-style-type: none"> <li>▪ Subject learning</li> <li>▪ Presentations, article review, etc</li> </ul>
4:15-5:15 pm	Small Group Action	<ul style="list-style-type: none"> <li>▪ Split into groups</li> <li>▪ Act, plan, write, record</li> </ul>
5:15 -5:30 pm	Review	Review work Next steps

**SCGC School Implementation Team (SIT)--Timetable**

<b>Session</b>	<b>Activity</b>	<b>Measurable Outcomes</b>
<b>#1</b> 3:30 to 5:30 pm	Agree to norms Overview of roles and responsibilities Share members' dreams Review charter petition	Final SIT team & schedule Draft "Best of" best practice list Finalize SIT membership & schedule
<b>#2</b> 3:30 to 5:30 pm	Best practice research Mission/Vision development	Draft "Best of" best practice list Draft mission/vision
<b>#3</b> 3:30 to 5:30 pm @ Arise School	Finalize best practices Finalize Mission/Vision development Draft parent leadership & engagement	Final best practices list Final Mission/Vision Draft parent leadership & engagement
<b>#4</b> 3:30 to 5:30 pm	Draft of school systems Draft school collaboration & professional development Begin staff selection criterion Final parent leadership & engagement	Draft of school systems Draft school collaboration & prof development Draft staff selection criterion Final parent leadership & engagement
<b>#5</b> 3:30 to 5:30 pm	Final school systems Final school collaboration & professional development Draft assessment & accountability Finalize staff selection criterion	Final school systems Final school collaboration & PD Draft assessment & accountability Final staff selection criterion & dates
<b>#6</b> 4:30 to 5:30 pm	<b>Evidence Fair</b> <i>(invite Dr. Smith &amp; Lisa Cole of OUSD, Alex from Co MH, Ken)</i>	
<b>#7</b> 3:30 to 5:30 pm	Begin staff hiring Begin student find with brochure & talking points	50% of staff hired by 3/31 Brochure & talking points
<b>#8</b> 3:30 to 5:30 pm	Continue staff hiring Final assessment & accountability	75% Staff hired by 4/15 Final assessment & accountability
<b>#9</b> 3:30 to 5:30 pm	Finish staff hiring Plan partner school training Draft of lesson/unit planning	100% Staff hired by 4/31 Plan partner school training Draft of lesson/unit planning
<b>#10</b> 3:30 to 5:30 pm	Conduct partner school training Prepare 'what ifs'	Partner school training 'What if' plan

@ Summit HS	Draft of lesson/unit planning	Draft of lesson/unit planning
#11 3:30 to 5:30 pm	Plan community events Prepare 'what ifs' Final lesson/unit planning	Draft of community events Draft of 'What if' plan Final lesson/unit planning
#12 3:30 to 5:30 pm	Conduct community events Finalize 'What ifs' Plan summer prof. development schedule & content	Community events Final What if plan Draft summer PD schedule & content
#13 4:30 to 5:30 pm	<b>Evidence Fair</b> <i>(invite Dr. Smith &amp; Lisa Cole of OUSD, Alex from Co MH, Ken)</i>	
July, 2010	School environment preparation Finalize staff professional development schedule & content	Final staff professional development schedule & content
August, 2010	Staff professional development Student & Family tours School environment finished	Staff professional development Student & Family tours School environment finished
August 30	<b>School Opening!</b>	



## Employment Capacity

### Governing Law

*"The qualifications to be met by individuals to be employed by the school".  
– CA Education Code Section 47605(b)(5)(E)*

## 1. Qualifications and Responsibilities

The SCGC shall be nonsectarian in its employment practices and all other operations. The SCGC shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender, or disability.

Given the unique structure and student population that the SCGC will serve, it is imperative that the administrative staff, teaching staff, non-teaching staff, parents, and students embrace key principles and values that will guide the culture of the program. As the program seeks to hire qualified staff, the following factors will guide decision making:

- *The desire to work with students that may have experienced some sort of trauma in their lives resulting in learning or behavioral difficulties.*
- *Prior experience working in an urban setting with students with challenging behaviors.*
- *Commitment to the school culture as adopted in the mission and value statements.*
- *Active involvement in all aspects of the lives of the students.*
- *Commitment to open communication and collaboration amongst the students and faculty.*

### Qualifications of Teachers

The SCGC shall comply with Education Code Section 47605(1) which states, "Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in another public school would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses".

All SCGC teachers shall meet or exceed the NCLB highly qualified requirements pursuant to Ed Code Section 47605(1). Teachers must have:

- A Bachelor's Degree
- A State Credential or Intern Credential for no more than three years while actively working toward completion of their State Credential
- Demonstrated core academic subject matter competence

In accordance with Education Code Section 47605(1), the SCCS will also employ non-certified instructional staff for non-core, non-college preparatory classes in any case where a staff member has an appropriate mix of subject-matter expertise, professional experience, and the demonstrated capacity to work successfully as an instructor in non-core, non-college preparatory courses and/or

activities. Given the prospective population from OUSD, the SCGC will give teachers the time to obtain their CLAD and BCLAD teaching certificates.

### **School Staff**

All special education services at the SCGC will be delivered by individuals or agencies qualified to provide special education services as required by the IDEA and No Child Left Behind. Teaching and administrative staff at the SCGC shall hold appropriate credentials and non-public agencies providing services to SCGC students shall be state-certified and approved by the District. SCGC staff shall participate in all mandatory District in-service training relating to special education.

It is the SCGC's understanding that it will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students. This includes, without limitation, special education teachers, classroom mental health assistants, and classroom therapists unless the District notifies the SCGC that the District shall hire site special education staff. The SCGC shall ensure that all special education staff hired by the SCGC are qualified pursuant to District and SELPA policies, and that they meet all legal requirements. The District may review the qualifications of all special education staff hired by the SCGC and may require pre-approval by the District of all staff hired to ensure consistency with the District and SLEPA policies. The District shall be responsible for hiring, training, and employment of itinerant staff necessary to provide DIS services including, without limitation, speech therapists, occupational therapists, and psychologists.

At SCGC, each classroom will be staffed as follows:

- One NCLB compliant teacher
- One Bachelor's level mental-health assistant classroom counselor

Clinicians, who serve students with mental health IEPs, carrying a caseload of 10 students per clinician, will provide continuous positive intervention to support the behavior management program and assist the teachers in delivering individualized instruction for each student. SCGC therapists will provide mental health assessments, treatment planning, individual, group and family therapy, crisis intervention, and case management services for each student. SCGC staff will exhibit high levels of proficiency in providing individualized education and/or treatment services for emotionally disturbed students, as many will have worked previously for Seneca Center's non-public schools and public-school-based programs.

The instructional leader at SCGC will be the Principal, who will supervise the teachers, lead professional development to improve student learning, and conduct walkthroughs of all classrooms daily to support teachers and students. The number one impact on student learning as measured by standardized test scores is the quality of the teacher, which is the first priority of the principal to improve (Copland & Knapp, 2006).

SCGC staff will exhibit high levels of proficiency in providing individualized education and/or treatment services for emotionally disturbed students, as many will have worked previously for Seneca Center's non-public schools and public-school-based programs. They will be evaluated annually using the current Seneca Center evaluation protocol, shown in Appendix C.

## **2. Compensation Plan**

### *Governing Law*

*The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or Federal social security.*

*– CA Education Code Section 47605.6(b)(5)(K).*

The SCGC will offer a comprehensive and competitive benefits package for all full-time employees. Employees working a minimum of 20 hours per week will qualify for fully paid health, dental, chiropractic, mental health, and vision benefits. In addition, these benefits are effective the first day of the month following the date of hire. Family coverage will be available for a minimal charge.

### *Salaries*

SCGC salaries will be comparable, if not higher, than OUSD teachers.

Principal: \$90,000

NCLB Compliant teacher, starting salary: \$55,000

Mental Health Assistants: \$13.50 per hour

Maintenance Supervisor: \$45,000

Administrative Assistant; \$35,000

### *Medical Plan*

Employees will be provided with a PPO medical plan. Prescription coverage includes mail-service pharmacy. Mental health services will be available with the health plans. Staff can choose from Kaiser or Blue Cross as providers.

### *Dental Plan*

SCGC employees will be provided with dental insurance, which is currently provided at Seneca through Premier Access. Employees may choose between Premier Choice Network (PCN) and Preferred Provider Organization Network (PPO). Benefits with Premier Access will be based on the dentist chosen to access for services.

### *Vision Plan*

Vision coverage will be provided through The Eye Care Network. This plan provides flexibility for employees to utilize participating and non-participating providers. Services rendered by a non-participating provider will be reimbursed up to the Schedule of Allowances defined in Seneca Center's vision plan.

### *Chiropractic Plan*

Landmark Healthplan of California Inc. will provide employees with a package that includes examinations, manipulation, conjunctive physiotherapy, X-rays, medical appliances, and emergency services.

### *Paid Time Off*

The SCGC will provide full-time employees with four to five weeks of paid time off (PTO) annually for vacations, illnesses, and personal business. All full-time staff will also receive nine paid holidays per year. From the date of hire, employees will begin to accrue time off for personal/sick time and vacation. Part-time employees will receive pro-rated paid time off based upon the number of hours worked.

### *Scholarships and Continuing Education Benefits*

The SCGC will support the educational development of its employees. An Educational Scholarship Fund will provide employees the opportunity to complete higher-education degrees and/or pursue continuing educational goals.

### *Additional Benefits*

- AFLAC Tax-deferred account payroll deduction
- Direct deposit
- Flexible benefits plan
- Provident Central Credit Union

### *Retirement Program*

Staff at the SCGC will participate in the Federal Social Security system. The school will retain the option for its board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and to coordinate such participation, as appropriate, with the Social Security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff.

### *Days of employment*

The SCGC school calendar will be established collaboratively with other Seneca sites, encouraging the utilization of cooperative professional development opportunities. It is a 220 day work year, with 200 instructional days, 17 professional development and planning days and 3 classroom work days.

### **3. Policies and Assurances**

#### Governing Law

*A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.*

*– CA Education Code Section 47605.6(b)(5)(M)*

The SCGC shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

All SCGC employees will have fingerprint clearances with the Department of Justice and Federal Bureau of Investigations. Fingerprints are screened by the state on an ongoing basis and SCGC is notified if a problem arises. Each staff will also pass a tuberculosis test upon being hired and every 4 years after. See Appendix H for a full listing of Seneca Center's personnel policies. All SCGC staff are mandatory reporters for any observed or suspected abuse.

## **D. Financial Capacity**

### Governing Law

*The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs and cash flow and financial projections for the first three years of operation.*

*– Education Code Section 47605(g)*

Copies of the following documents are located in the Appendix J:

- A projected first-year budget including start up costs
- Proposed cash flow for the first three years of operation
- Financial projections for the start-up year and three subsequent years of operation

This spreadsheet delineates revenues and expenditures.

## **1. Financial Operations**

### Sustainability

The SCGC is designed to serve an extremely high-need student population, enriching and blending classroom and independent study with integrated therapeutic services. Therefore, our future ability to access funding streams from mental health systems, the juvenile justice system, social services, as well as public education funds, will be critical to sustaining our small class size and low student/adult ratio. Seneca Center's years of experience in providing intensive education and mental health services have given us the expertise and contacts we need to ensure that we can provide therapists and mental health assistants in every classroom in addition to NCLB compliant classroom teachers.

### Financial Reporting and Administrative Services

#### Governing Law

*The manner in which administrative services of the School are to be provided.*

*– Education Code Section 47605(g)*

The SCGC principal will collaborate with Seneca Center's Chief Financial Officer to: (1) develop and implement an annual budget for his/her program; and (2) review monthly income and expense statements for the program in order to verify their accuracy. The Board of Directors will review the most recent monthly and year-to-date agency financial statements at quarterly meetings. The accounting department will be responsible for purchasing, contracts, and all expenditures and revenues; for providing records to our authorizing district for reimbursement (e.g. for ADA revenues, F/R-priced lunches and snacks); for ensuring that our school meets all financial management accountability

requirements outlined in Sarbanes-Oxley legislation; and for preparing paperwork for the annual audit.

Seneca Center's highly effective fiscal management processes integrate sophisticated electronic on-line systems with extremely qualified accounting, quality assurance and IT staff. Seneca Center's ten-member accounting staff is led by CFO Kanwar Singh and Director of Finance, Janet Briggs, CPA. Seneca Center's Controller and Payroll Manager (a Certified Payroll Professional) oversee routine accounting functions. Payroll for over 700 staff is managed within Seneca Center's accounting department, through an online electronic timesheet system, integrated with our MAS 90 accounting software. Custom software programs developed by Seneca Center's IT team facilitate tracking and invoicing of daily school and day treatment attendance for over 300 clients, as well as thousands of hours of mental health services delivered to hundreds of client children and their families, through a complex matrix of funding streams.

The Seneca Center accounting staff will set up the SACS chart of accounts and general ledger; generate charter school specific accounting codes; track SCGC revenue and expenditures by fund (e.g. grant funds and expenses, Title I expenditures, or SES funds); generate monthly financial statements, record-related depreciation and amortization in the general ledger, reconcile expenditures to fixed asset listing; generate financial reports as requested; handle all payroll and accounts payable/receivable functions; verify and collect revenue; and oversee all contracts and purchasing according to Seneca internal control procedures. The Seneca Center accounting department is large enough to allow for proper segregation of responsibilities and internal checks and balances. Seneca Center's CFO will be responsible for monitoring the achievement of the following internal control objectives:

- Accuracy of financial statements backed by sound information systems
- Validity of transactions, timeliness and completeness in processing transactions
- Compliance with applicable local, state, and federal regulations
- Economy, efficiency, and effectiveness: getting inputs that can do the job at the best price; getting the best results from inputs and fine tuning processes so that they work well and are up to date; and getting the right results, achieving SCGC objectives

Seneca Center relies on a diverse base of public and private funding for its programs, so that children, youth, and their families need not pay for the Agency's education and mental health services. Seneca Center has a long-established relationship with the Oakland Unified School District, which will facilitate access to the special education funding necessary to address the needs of eligible SCGC students.

### **Insurance**



The SCGC shall acquire and finance general liability, automobile and worker's compensation, and other necessary insurance of the types and in the amount required for a similar program. The Policies include, but are not limited to the following:

- Comprehensive or commercial general liability insurance with limits not less than one million dollars (\$1,000,000) per occurrence combined single limit for bodily injury and property damage.
- Comprehensive or Business Automobile Liability Insurance with limits not less than one million dollars (\$1,000,000) per occurrence combined single limit for bodily injury and property damage including coverage for owned, non-owned and hired vehicles, as applicable.
- Worker's Compensation, with employer's liability limits not less than one million dollars (\$1,000,000) each.

### **Transportation**

The SCGC will not offer transportation for students unless it is a service covered in an existing IEP or special arrangements have been made with OUSD. The SCGC will maintain compliance with the ADA and IDEA as well as SELPA guidelines as it relates to transportation.

### **Audits**

#### **Governing Law**

*The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

*– CA Education Code Section 47605(b)(5)(I)*

Seneca Center has generated audited financial statements (performed in accordance with the Government Auditing Standards detailed in federal OMB Circular A-133) for the last 20 fiscal years ending June 30, 2009. Part of the audit process involves the thorough analysis of internal accounting controls throughout all significant aspects of the accounting cycle. Independent auditors review all agency contracts and test for compliance with the terms of each contract. To date, the agency has always received clean opinion letters. Once the SCGC is operational, Seneca Center will submit a copy of its annual audit to OUSD, the State Controller, and the California Department of Education by December 15 of each year. By September 15 of each year, Seneca Center will submit an annual statement of all SCGC receipts and expenditures for the previous fiscal year ending June 30 to the charter school's authorizing entity.

### **Impact on the Charter Authorizer**

#### **Governing Law**

*Potential civil liability effects, if any, upon the school and upon the District.  
– Education Code Section 47605(g).*

It is the intent of the SCGC to provide services to a student population that is currently experiencing success. As stated above, the SCGC shall be operated as a non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and CA Revenue and Taxation Code Section 23701d. See Appendix I for Seneca Center's non-profit status letter.

Pursuant to Education Code Section 47604(c), an entity that grants a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or obligations of the charter school if the authority has complied with all oversight responsibilities require by law. The SCGC shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure that the District shall not be liable for the operation of the Charter School.

Further, the SCGC and OUSD shall enter into a memorandum of understanding that shall provide for indemnification of the District by the Charter School.

**Fiscal Impact on the District**

The SCGC believes it would be remiss to propose this charter without recognizing that the approval of a charter school does have a potential fiscal impact on OUSD, through the potential loss of Average Daily Attendance, and thus, reduced apportionment. The SCGC shall make all efforts to mitigate that impact by considering any fee for service arrangements that might be offered by the District.

That said, the petitioners hope that the District will see the value that this program will bring to the individual students and to the community. The opportunities given to a specific, target population that may not otherwise have experienced success in a traditional setting, will be given the skills and tools to shine.

## **Facilities Plan**

### **Facilities**

The SCGC seeks the assistance of OUSD in securing an appropriate facility within the boundaries of the District per Education Code Section 47605.1. We will attempt to enter a memorandum of understanding with OUSD for year one of the program. At the time that this petition was drafted, a specific site had not been identified. SCGC requests a space that will serve 54 students during our first year of operations, 90 the second year, and 126 the third year and moving forward.

It is the request of SCGC to operate in a OUSD property that can support the needs of many at-risk, special needs students with at least 7 classrooms and private offices for confidential therapies.

The Director of Facilities and the Principal of SCGC will ensure that the SCGC facilities meet the high standards for health and safety held by Seneca Center. Working together, these two staff will ensure that the facilities will be in compliance with ADA and applicable building codes. SCGC will maintain an annual budget of at least \$30,000 annually for facilities and maintenance and will employ a full-time maintenance supervisor to keep the building in excellent data-to-day condition. See Appendix J for financial information.

## F. References

- Adelman, H. S. & Taylor, L. (2009). *Mental Health in Schools: Engaging learners, preventing problems, and improving schools*. Thousand Oaks, CA: Corwin Press.
- Argyris, C. (1990). *Overcoming organizational defenses: Facilitating organizational learning*. Upper Saddle River, NJ: Prentice-Hall.
- Blase, J. & Blase, J. (2000). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38, 130-141.
- Blase, J., Blase, J. (2001). *Empowering teachers: What successful principals do*. Thousands Oaks, California: Corwin Press.
- Center for Mental Health in Schools (2003). *Youngsters' mental health and psychosocial problems: what are the data?* Los Angeles: University of California at Los Angeles.
- Copland, M. A. (2009). Personal conversation.
- Copland, M. A., & Knapp, M.S. (2006). *Connecting Leadership with Learning: A Framework for Reflection, Planning, and Action*. Alexandria, VA: ASCD.
- CQ Press. (2007). *City Crime Rankings: Crime in Metropolitan America, 14th Edition*. <http://www.cqpress.com/pages/153>
- Duchnowski, A. J., Kutash, K., & Romney, S. (2006). *Voices from the field: A blueprint for schools to increase the involvement of families who have children with emotional disturbances*.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Reston, VA: Association for Supervision and Curriculum Development.
- Ed-Data (2008). *State of California Education Profile: Fiscal Year 2007-08*. <http://www.eddata.k12.ca.us/Navigation/fsTwoPanel.asp?bottom=%2Fprofile.asp%3Flevel%3D06%26reportNumber%3D16>
- Elias, M.J., & Arnold, H. (2006). The connections between academics and social-emotional learning. Chapter from *The educator's guide to emotional intelligence and academic achievement: Social-emotional learning in the classroom*. Thousand Oaks, CA: Corwin Press.
- Elias, M. J., Zins, J. E., Graczyk, P. A., & Weissberg, R. P. (2003). *Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools*. □ *School Psychology Review* 32(3), 303-319.
- Franke, M. L., & Kazemi, E. (2001). Teaching as learning within a community of practice: Characterizing generative growth. In T. Wood, B. Nelson, & J.

- Warfield (Eds.), *Beyond classical pedagogy in teaching elementary mathematics: The nature of facilitative teaching*. Mahwah, N.J.: L. Erlbaum Associates.
- Fullan, M., and Hargreaves, A. (1992). What's worth fighting for: Working together for your school. Ontario, Canada: Ontario Public School Teacher's Federation.
- Goleman, D. (2004). Forward to Joseph E. Zins, Roger P. Weissberg, Margaret C. Wang, and Herbert J. Walberg (2004), *Building academic success on social and emotional learning: What does the research say?* New York: Teacher College Press, p. viii.
- hooks, b. (1994). *Teaching to Transgress-Education as the Practice of Freedom*. New York: Rutledge.
- Hudson, C.G. (2005) "Socioeconomic Status and Mental Illness: Tests of the Social Causation and Selection Hypotheses." *American Journal of Orthopsychiatry*, Vol. 75, No. 1.
- Knapp, M. S., Copland, M. A., & Talbert, J. E. (2003). *Leading for learning sourcebook: Reflective tools for school and district leaders*. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.
- Kozol, J. (1991). *Savage Inequalities*. New York: HarperCollins.
- Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teachers of African-American children*. San Francisco: Jossey-Bass.
- Marzano, R. J. (2009). When Students Track Their Progress. *Educational Leadership*. Vol. 67, No. 4, Pgs. 86-87.
- Marx, E. & Wooley, S. F., editors (1998). *Health is Academic: A guide to Coordinated School Health Programs*. New York: Teachers College Press.
- Noguera, P. A., & Wing, J. Y. (Eds.). (2006). *Unfinished Business: Closing the Achievement in Our Schools*. San Francisco: Jossey-Bass.
- Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning, p. 6.
- Reeves, D. B. (2000). *Accountability in Action: A Blueprint for Learning Organizations*. Denver, CO: Center for Performance Assessment.
- Reeves, D. B. (2007). *The Implementation Gap*. Keynote presentation at the first annual California Department of Education Achievement Gap Summit, Sacramento, CA.
- Senge, P. et. al. (1994). *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*. New York: Doubleday/Currency.
- Standard & Poor's. (2006) *School Matters*. Winter, 2006.

<http://www.schoolmatters.com/pdf/reports/CA/D/1005679/D1005679-oakland-unified.pdf>

U.S. Department of Health and Human Services (1999). *Mental health: a report of the Surgeon General*. Rockville (MD): DHHS.

<http://www.surgeongeneral.gov/library/mentalhealth/home.html>

U.S. Federal Bureau of Investigation (2005). *Offenses Reported to Law Enforcement, Cities and Towns 100,000 and over in Population, 2004-05*.

<http://www.fbi.gov/ucr/2005preliminary/index.htm>

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Zins, J.E., & Elias, M.E. (2006). In G.G. Bear & K.M. Minke (eds.) *Children's needs III*, p1-13. National Association of School Psychologists.

## *G. Appendices*

### APPENDIX A

#### Seneca Center Lesson Plan Templates

**Seneca Center**  
**Seven Step Lesson Plan Format**



Teacher: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Date(s) for use: \_\_\_\_\_

**LEARNING OBJECTIVES**

(What the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**MATERIALS AND RESOURCES**

(What supplies are necessary to accomplish lesson objectives?)

- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

**ANTICIPATORY SET**

(Sometimes called a "hook" to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**INPUT**

Content:

(The information to be presented, obtained and learned.)

\_\_\_\_\_  
\_\_\_\_\_



-cont. INPUT -

**Instructions:**

(Appropriate instructional methods to meet the objectives, to match the students' learning styles, and to ensure that all students have equal opportunities to learn.)

**Modeling:**

(How? read...demonstrate...show...etc.)

- i. \_\_\_\_\_
- j. \_\_\_\_\_
- k. \_\_\_\_\_
- l. \_\_\_\_\_

**GUIDED PRACTICE**

(How are you going to guide students through the lesson (oral, in workbooks--which pages, etc.)

5

**INDEPENDENT PRACTICE**

(Tell how--in class or homework, etc.) (Tell what it is)

6

**EVALUATION**

(What did the students learn? How do I know they learned? How am I going to check for understanding? Will I question them, give an informal test, have them write something?)

---

---

---

---

---

---

---

---

7



## SENECA CENTER

# LESSON PLAN ELEMENTS

### **Step One: Learning Objectives**

The Seneca Center Standards will help you determine your learning goals for each unit. Keep them in mind as you plan effective ways to teach each chapter.

Start by asking what your students need to know and be able to do by the end of the learning process. Consider objectives that relate not only to the content but also to the skills students need to build.

For example:

Students will understand and be able to explain the process of photosynthesis.

Students will demonstrate their collaboration skills by .....

Students will demonstrate knowledge of the scientific process as they observe the growth of plants by .....

### **Step Two: Materials and Resources**

This refers to the textbook(s), supplementary reading (s), audiovisual equipment and other supplies necessary to accomplish the lesson objectives.

#### Instructional Strategies

Instruction can take many forms in today's classroom. Rather than lecturing as students listen, you may decide to have students read together in small groups. You may assign projects that lead them to other resources, including internet sites. Review your learning objectives and decide the most effective way for students to develop an understanding of the key concepts and relevant details and where applicable, to develop hypotheses or conclusions. Consider your students' prior understanding of the subject and anticipate ways to help every student feel challenged yet attain the learning objectives.

Whatever elements your instruction includes, strive to bring the content to life.

### **Step Three: Anticipatory Set (an activity to build anticipation)**

This set, or introduction, prepares the students mentally for the lesson. It provides a framework for the ensuing lesson, capturing student interest and attention for that lesson. The teacher states the rationale. The rationale is an explanation of why the lesson is important and why the instructional methods chosen will achieve the objectives. In part, the rationale may be derived from a pre-assessment of student understanding and misunderstanding of the material of the lesson.

### **Step Four: Input**

Content: This is the information to be presented, obtained and learned. Also, the teacher selects appropriate information to meet the learning objective(s).

Instructions: You must choose appropriate instructional methods to meet the objectives, to match the students' learning styles, and to ensure that all students have equal opportunities to learn.

Modeling: By actions and words, the teacher demonstrates directly and indirectly those behaviors expected of the students. Details of how the teacher will check for understanding must be included.

### **Step Five: Guided Practice or Coaching**

With the teacher's guidance, students practice what they are learning. Students need to be guided through the learning process in a consistent way from all staff in the room.

### **Step Six: Independent Practice or Assignment**

This step refers to what students are instructed to do, including homework and in-class work. Whether accomplished during class or after class, homework and other assignments provide students an opportunity to learn and practice what is being taught.

### **Step Seven: Assessment/Evaluation**

Your process must include strategies designed to measure how well students have met the objectives. You can do either formal or informal evaluations to check for their understanding.

**APPENDIX B**

**Seneca Center**  
**Complaint Procedures**

# **SENECA CENTER**

## ***Complaint and Significant Complaint Policy***

### **Routine Complaint Resolution**

**Policy:**

Seneca Center informs clients, caretakers, families and staff about their rights to complain and about the complaint resolution process. These rights include the right to complain to other organizations and stakeholders, such as school districts county authorities, state authorities, or other agencies. Seneca Center is committed to being personally and administratively attentive to client complaints, in proportion to the complaint's implications and level of significance, and to resolving complaints whenever possible. Clients may freely voice complaints and recommend changes without being subject to coercion, discrimination, reprisal or unreasonable interruption of services.

**Procedure:**

Intake packets are given to clients and caretakers contain information about complaint procedures and client's rights. Designated staff (specific to each program) are trained about these procedures and instructed to remind and/or guide clients, caretakers or families about these procedures when necessary.

Seneca Center staff seeks to actively engage, listen and collaborate with clients, caretakers or family members who have complaints. In some circumstances, addressing certain complaints may fall under the purview of the client's treatment plan. Even in circumstances where collaborative resolution is not part of the treatment plan, staff seeks to find the least restrictive and most normative means of resolution.

Filing a complaint in writing is always permitted and clients/family who wish to do so but are not familiar with the procedure should receive help from staff, even if the complaint seems to be of a routine nature. At the request of, and with the permission of, the client and client's guardian and/or family member, Seneca Center staff may tape record the complaint. Written or tape recorded complaints are reviewed by the program director, or as per individual site policy, to determine an appropriate response.

**Recipient of Service:**

Clients, caretakers and/or family members

**Completed By:**

Direct service staff; Program Directors

**Mode of Completion:**

Written Intake forms; In-person contact with client and/or family members

**Required Elements:**

- Written documentation detailing complaint and resolution procedure, Seneca Center Complaint Resolution Forms (attached) and complain resolution forms of relevant affiliate agencies.
- Staff willingness to engage in complaint resolution and knowledge of clients' rights and options.

## Significant Complaint Resolution

### Definition:

Significant complaints are defined on a case-by-case basis at each individual program site. The Director of the site is ultimately responsible for communicating guidelines for what might constitute a “significant complaint” at the particular site, while supervisors and clinicians are responsible for adjusting these guidelines to an individual client’s needs and circumstances.

### Policy:

When a Seneca Center client and/or family members have significant complaints or problems with the treatment they are receiving, there are several options for the client and/or family member to have their complaint heard and resolved. Seneca Center staff will engage with the client and family members to find the best resolution. Additionally, significant complaints require the following:

- Any significant complaint made by a client and/or family member to a Seneca Staff person must immediately be communicated to the Program Director by in person, by phone or by e-mail.
- Documentation – All significant complaints must be logged by the Program Director and copies of this log sent to the QA Director monthly.
- Resolution of significant complaints must be confirmed with the client to ensure agreement has been reached
- Resolution of significant complaints must be documented in a written report prepared by the Program Director and sent to involved staff and the QA Director.

### Procedure:

#### ▪ Verbal Significant Complaints

Client and/or family members may make a significant complaint to a Seneca Center staff person, county case manager, school district staff person, state staff person or other service provider with whom they feel comfortable talking about the issue. If a client and/or family member does not know how to reach other agencies, Seneca Center staff will assist in getting them connected. Seneca Center staff will also inform clients and/or family members of the option to make a complaint in writing. If the complaint is resolved between the client and/or family member and the Seneca Staff person, a note shall be made in the record of the significant concern raised and the resolution reached.

If the client and/or family members still have complaints or problems with the treatment they are receiving after discussion with a Seneca Staff member, they are to be referred to the Program Director who will work with them to explore and find a solution. The Program Director will prepare a written report describing the concern that was raised and the resolution taken and place it in the client’s file.

#### ▪ Written Significant Complaints

If youth and/or family members wish to file a complaint in writing, they may use the Grievance/Complaint form provided by the county, school district or other service provider, or they may use the Seneca Complaint Resolution form (attached). Staff members must welcome clients and family members complaints as an opportunity for communication and

joint problem solving and assist the client and/or family member in deciding whether to file a complaint with the county, school district other service provider or with Seneca or with any combination of these options. Seneca Center staff shall ensure clients and/or family members have access to complaint forms. If the youth and/or family members need help in filling out the form, Seneca Center staff shall offer help them to complete it and submit it to the appropriate person.

**Significant Complaints filed with county, school district, state or other service provider:** If significant complaints are filed with any of these agencies, Seneca Center staff shall offer to participate in the resolution process if desired by the agency and client and/or family member.

**Significant Complaints filed with Seneca Center:** Immediately upon completion of a Seneca Center complaint form regarding a significant complaint, it shall be passed on to the Program Director and Quality Assurance Director.

At the request of, and with the permission of, the client and client's guardian and/or family member, Seneca Center staff may tape record the complaint, and the recording is immediately passed on to the Program Director and Quality Assurance Director.

After review of the written or taped significant complaint, the Program Director shall meet with the client and/or family members to review the concerns and resolve the issues. The Quality Assurance Director determines if review by the Quality Assurance Committee is needed because due to HIPAA violations, systemic issues or the seriousness of the complaint.

If the youth and/or family members do not want to go through the Program Director or if they are not satisfied with the Program Director's proposed solution, they may appeal directly to Seneca Center's Chief Executive Officer. A staff person shall help them contact the CEO if necessary.

**Recipient of Service:**

Clients and/or family members

**Completed By:**

Direct service staff; Program Directors; Quality Assurance Directors

**Mode of Completion:**

In-person contact with client and/or family members

**Required Elements:**

- Written Complaint forms
- Communication and general consensus within a program as to what constitutes a significant complaint
- Staff willingness to bring significant complaints to the attention of upper management and knowledge as to clients'



## ***Seneca Center***

A Non-profit Agency for Children and Families

### **Complaint Resolution Form**

Name: \_\_\_\_\_

Program: \_\_\_\_\_

I may be reached at: \_\_\_\_\_  
(telephone, e-mail or address)

**COMPLAINT:**

A. Describe what happened.

B. When and where did this happen?

C. Who was involved and how were they involved?



D. Names of witnesses or other people who know about the incident and how they can be reached.

E. What outcomes are you looking for from the grievance process?

I understand that a review of my record may be necessary to fully investigate this complaint and give my permission to the Program Director, Office of the Quality Assurance Director and Office of the Chief Executive Officer to access my record. I also understand that I have a right to have someone assist me with this complaint. If I am not satisfied with the results of the investigation, I have the right to appeal to the Chief Executive Officer.

---

Client or Family Member Signature

Date

---

Signature of Seneca Center Staff Receiving Complaint

Date

**APPENDIX C-**

**Teacher Evaluation Template**



**Seneca Center  
SPECIAL EDUCATION TEACHER  
EVALUATION**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE OF HIRE: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_

DATE OF LAST EVALUATION: \_\_\_\_\_

5) Exceptional  
2) - Goal Area

4) Above Average  
1) - Needs to improve

3) Performs Expectations

**I. PROFESSIONALISM**

A.		Is punctual to work and meetings.
B.		Adheres to the work day.
C.		Maintains a professional working relationship to co-workers and supervision(s).
D.		Presents positively to parents, public, etc.
E.		Provides an appropriate role model? for students.
F.		Seeks help and advice in an appropriate timely manner.
G.		Accepts feedback in an appropriate manner.
H.		Completes assignments in a timely manner.
I.		Implements recommendations of supervisor in a timely manner.
J.		Has attended all required trainings.

**Comments:**

**1. LEADERSHIP**

A.		Provides a model of effective communication and problem-solving strategies.
B.		Recognizes the classroom staff attitudes and behavior that are splitting, negative, and unproductive and takes positive measures to prevent such unprofessional behavior.
C.		Willing to participate positively and reliably carries out responsibilities for school goals and duties.
D.		Gives appropriate input during discussion of problems, policies and/or procedures and supports the decisions that result even though such decisions may not be exactly what was desired.
E.		Leads classroom staff in making productive use of classroom supervision.

**Comments:**

## **2. IMPLEMENTATION OF THE BEHAVIORAL SYSTEM**

A.		Understands and reinforces the behavioral goals of each student.
B.		Provides leadership to classroom staff to implement the behavioral program of the classroom.
C.		Effectively works with CORE staff to return student(s) to class as quickly as possible.
D.		Effectively manages the petty cash budget.

**Comments:**

## **3. COMMUNICATION**

A.		Communicates with the Director of Day Treatment regarding the academic needs of the classroom.
B.		Communicates regularly with classroom staff regarding the structure and needs of the classroom.
C.		Communicates regularly with parents regarding the educational program of the student and is open to parent's ideas.
D.		Communicates regularly with other teachers regarding curriculum and other school needs.

**Comments:**

### **STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING.**

- a. Connects students' prior knowledge, life experience, and interests with learning goals.
- b. Uses a variety of instructional strategies and resources to respond to students' diverse needs.
- c. Facilitates learning experiences that promote autonomy, interaction, and choice.
- d. Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- e. Promotes self-directed, reflective learning for all students.

**1 2 3 4 5**

**Comments:**

### **STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING.**

- a. Creates a physical environment that engages the students.
- b. Establishes a climate that promotes fairness and respect.
- c. Promotes social development and group responsibility.
- d. Establishes and maintains standards for student behavior.
- e. Plans and implements classroom procedures and routines that support student learning
- f. Uses instructional time effectively.

**1 2 3 4 5**

**Comments:**

**STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING.**

- a. Demonstrates knowledge of subject matter content and student development.
- b. Organizes curriculum to support student understanding of subject matter.
- c. Interrelates ideas and information within and across subject matter areas.
- d. Develops student understanding through instructional strategies that are appropriate to the subject matter.
- e. Uses materials, resources, and technologies to make the subject matter accessible to students.

**1 2 3 4 5**

**Comments:**

**STANDARD 4: PLANNING INSTRUCTION-DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS.**

- a. Draws on and values students' backgrounds, interests, and developmental learning needs.
- b. Establishes and articulates goals for student learning.
- c. Develops and sequences instructional activities and materials for student learning.
- d. Designs short-term and long-term plans to foster student learning.
- e. Modifies instructional plans to adjust for student needs.

**1 2 3 4 5**

**Comments:**

**STANDARD 5: ASSESSING STUDENT LEARNING.**

- a. Establishes and communicates learning goals for all students.
- b. Collects and uses multiple sources of information to assess student learning.
- c. Involves and guides all students in assessing their own learning.
- d. Uses the results of assessments to guide instruction.
- e. Communicates with students, families, and other audiences about student progress.

**1 2 3 4 5**

**Comments:**

**STANDARD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR.**

- II. Reflects on teaching practice and plans professional development.
- III. Establishes professional goals and pursues opportunities to grow professionally.
- IV. Works with communities to improve professional practice.
- V. Works with families to improve professional practice.
- VI. Works with colleagues to improve professional practice.
- VII. Balances professional responsibilities with maintaining motivation.

**1 2 3 4 5**

**Comments:**

**Additional Comments:**

---

**Signature of Supervisor      Date**

**APPENDIX Da-**

**San Leandro Non-Public School**  
**Behavioral Phase System**

# Phase System

## Purpose

The Phase System is similar to a level system, but focuses more on encouraging students to:

- m. Identify their personal goals
- n. Work on their issues
- o. Participate in Circle

## Earning the next phase

Complete all tasks and expectations of the current phase. Have each task signed off by a staff member in your phase book. (See the list of tasks in your Phase Binder. If you need a copy, please ask your staff.) Present and gain approval for the petition to advance in Circle.

## Phases

### **(Re)Commitment**

- Students who are new to Circle will commit to working on identifying and improving their safety issues.
- Students who have completed R&R consequences and who have earned at least 70% of their daily points for 2 consecutive days will recommit to working on identifying and improving their safety issues.
- Members of the student's Circle or Community Meeting will state whether or not (and why) they support the student in being on Safety Phase. Business between students may arise from this process.

### **Orientation Phase:**

- Students new to the phase system must complete the tasks before advancing to exploration phase.
- Students starting on this phase will have access to safety phase privileges for 5 days while going through the required tasks.
- Students must avoid suspensions and R&R consequences to continue having access to the privileges.
- All consequences must be completed before the student can enjoy the privileges.
- If the tasks are not completed on or before the 5 days then the tasks can be completed during the safety phase of the program.

### **Safety Phase**

- Earn at least **80 %** of points
- Complete other tasks related to orientation phase if it applies.
- Complete specific tasks related to the safety phase before moving to the exploration phase.

### **Exploration Phase:**

- Earn at least **85 %** of points
- Complete specific tasks related to exploration phase before moving to the responsibility phase.

### **Responsibility Phase:**

- Earn at least **90 %** of points
- Complete specific tasks related to responsibility phase before moving to the community phase.

### **Community Phase:**

- Must earn at least **95 %** of points
- Must complete specific tasks related to the community phase before completing the phase system and have off phase status.

### Privilege Suspensions

A privilege suspension results in one's phase being "frozen." Students remain on their phase, but do not enjoy the privileges attached to the phase until they:

- Take responsibility to/check-in with any person directly influenced by the behavior
- Take responsibility to the group in Circle if appropriate
- Student must earn required points of his/her primary phase for two consecutive days in a row before a phase suspension is lifted

Once these tasks are completed, students return to their phase (for example, if on Responsibility Phase, Day 10, a student returns to this once the necessary tasks have been completed).

### Resolution and Re-entry

Students earn Resolution and Re-entry (R&R) for demonstrating unsafe behaviors toward themselves and/or others. As a result, students earning R&R must recommit to the phase system before returning to Safety Phase. As part of this process, students are expected to:

- Take responsibility to/check-in with any person directly influenced by the behavior
- Take responsibility to the group in Circle if necessary
- Student must earn 70% of their points for two consecutive days in a row before recommitting to the phase system and returning to Safety Phase
- In some situations in which the community is made to feel unsafe, other individualized programs may be put in place. Some examples are students being asked to take responsibility to the group verbally or in writing, being voted back in by peers and/or being placed on a Separation Plan until one is able to demonstrate that they can be safe.

### Phase Recommitment

Students on exploration, responsibility or community and are not meeting the expectations of being on the advanced phases and are not demonstrating that they value and respect the rules and expectations of the classroom, the site and the phase system can have their phase reviewed by the classroom team.

The student will be placed on an individualized contract addressing the concerns the team has around some specific behaviors the student is showing that goes against what is expected.

The contract will include the following items:

- 1. A statement addressing the classroom teams concern.**
- 2. An outline of what specific behavior or behaviors the contract addresses.**
- 3. A statement of how long the contract will last.**



## **COLOR AND LEVEL SYSTEM**

### **Color System**

#### **Daily Points:**

**Red** 0- 69 points

**Yellow** 70-79 points

**Green** 80- 89 points

**Purple** 90- 100 points

**Gold** 7 days of Purple to achieve Gold. 90- 100 points to maintain Gold, Level Drop goes to Purple.

### **Level System**

**Level 1** 0-69 points 2 days (must earn 70 points or above to make the day)

**Level 2** 70-79 points 3 days

**Level 3** 80- 89 7 days

**Level 4** 90- 100 15 days

**Level 5** 90+ 30 days + petition

**Off Level** 90+ N/A

### **Earning Points**

• When a student does not earn their points for a certain level, but does not earn a consequence either, she loses a DAY on that level. For instance, if Claudia is on Level 3 Day 6 and earns 75 points, she will start the following day on Level 3 Day 5.

### **Color Drops**

- Children earning a color drop will drop to the next lower color.
- Children on Gold drop to Purple.
- Children on Red who earn a Level Drop earn a 30-minute consequence.
- If a child on Gold earns fewer than 90 points, they drop to the color of the points they earn. (For example, if they earn 75 points, they drop to Yellow.)

### **Resolution and Re-entry**

• Children earning Resolution and Re-entry complete Resolution and Re-entry and then begin back in the program on Red.

## **PRIVILEGES**

### **Color, Level and Phase System**

#### **Color/Level System**

##### **Red/Level 1**

Play game or puzzle at desk  
Read  
Individual activities only (except group therapy)

##### **Yellow/Level 2**

All red/level 1 privileges  
Play game with classmate  
Watch others play video games/computer  
Play with class pets  
Complete jobs  
Attend site wide social events  
Participate in PE

##### **Green/Level 3**

All yellow/level 2 privileges  
Play video games  
Play on computer  
Leave campus with staff  
Bring items from home (with permission)  
Non school items at desk (with permission)  
Access to email with staff supervision  
Store

##### **Purple/Level 4**

All green/level 3 privileges  
Listen to walkman  
Kitchen privileges

##### **Gold/Level 5**

All purple/level 4 privileges  
Hall Pass once on Gold Day 10  
Participate in Student Council  
Outside lunch (weather dependent)

##### **Off Level (Level System Only)**

All other privileges  
Hall Pass  
Run errands  
No point sheet

**APPENDIX Db-**

**California Ed Code**  
**For Suspension and Expulsion**

## "GROUNDS FOR SUSPENSION AND EXPULSION OF A PUPIL"

### **California Education Code 48900**

**48900.** A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (q), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of their own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of Penal Code.
- (r) A pupil may not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
  - (1) While on school grounds.
  - (2) While going to or coming from school.
  - (3) During the lunch period whether on or off the campus.
  - (4) During, or while going to or coming from, a school sponsored activity.
- (s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of

physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(t) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(u) A superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(v) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

## **CALIFORNIA EDUCATION CODE 48900.2**

### **SUSPENSION - SEXUAL HARASSMENT**

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

## **CALIFORNIA EDUCATION CODE 48900.3**

### **SUSPENSION – ACT OF HATE VIOLENCE**

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

## **CALIFORNIA EDUCATION CODE 48900.4**

### **ADDITIONAL GROUNDS FOR SUSPENSION**

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class-work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

## **CALIFORNIA EDUCATION CODE 48900.6**

### **DISCIPLINARY ACTION – COMMUNITY SERVICE**

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

## **CALIFORNIA EDUCATION CODE 48900.7**

### **SUSPENSION – TERRORISTIC THREATS**

In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in

which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Must Recommend Expulsion (Mandatory)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	May Recommend Expulsion (Discretionary)
<p><i>Education Code (EC) 48915(c)</i></p> <p>Act <b>must</b> be committed at school or school activity.</p> <p>7. Firearm</p> <ol style="list-style-type: none"> <li>1. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</li> <li>2. Selling or otherwise furnishing a firearm.</li> <li>2. Brandishing a knife at another person.</li> <li>3. Unlawfully selling a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq.</li> <li>4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900.</li> <li>5. Possession of an explosive.</li> </ol>	<p>Act <b>must</b> be committed at school or school activity.</p> <p><i>EC</i> Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> <li>1. Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1).</li> <li>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(2).</li> <li>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</li> <li>4. Robbery or extortion. <i>EC</i> Section 48915 (a)(4).</li> <li>5. Assault or battery, or threat of, on a school employee.</li> </ol> <p>The recommendation for expulsion shall be based on 1 or both of the following:</p> <ol style="list-style-type: none"> <li>a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>b. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ol>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ol style="list-style-type: none"> <li>1. Inflicted physical injury†</li> <li>2. Possessed dangerous objects</li> <li>3. Possessed drugs or alcohol (policy determines which offense)</li> <li>4. Sold look alike substance representing drugs or alcohol</li> <li>5. Committed robbery/extortion</li> <li>6. Caused damage to property‡</li> <li>7. Committed theft</li> <li>8. Used tobacco (policy determines which offense)</li> <li>9. Committed obscenity/profanity/vulgarity</li> <li>10. Possessed or sold drug paraphernalia</li> <li>11. Disrupted or defied school staff</li> <li>12. Received stolen property</li> <li>13. Possessed imitation firearm</li> <li>14. Committed sexual harassment</li> <li>15. Harassed, threatened or intimidated a student witness</li> <li>16. Sold prescription drug Soma</li> <li>17. Committed hazing</li> <li>18. bullying by electronic act</li> </ol> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ul style="list-style-type: none"> <li>• Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>• Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ul> <p>† Section 48900 (s) (<i>Statutes of 2001</i>) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.</p>

**APPENDIX E-**  
**Sample Insurance Documents**

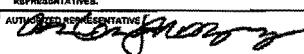
<b>ACORD CERTIFICATE OF LIABILITY INSURANCE</b>		OP ID# C SENBC-1	DATE (MM/DD/YYYY) 07/02/08
PRODUCER <b>Chapman &amp; Associates</b> License #0522024 P. O. Box 5455 Pasadena CA 91117-0455 Phone: 626-405-8031 Fax: 626-405-0585		<b>THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.</b>	
INSURED  <b>Seneca Center</b> 2275 Arlington Drive San Leandro CA 94578		<b>INSURERS AFFORDING COVERAGE</b>	<b>NAIC #</b>
		INSURER A: <b>American Home Assurance Co</b>	
		INSURER B: <b>NIAC</b>	
		INSURER C: <b>National Union Fire Insurance</b>	
		INSURER D:	
		INSURER E:	

**COVERAGES**

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTHING STANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

CLASS	CODE	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS
B	X	GENERAL LIABILITY				
		<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Prof Liability GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC	200800557NPO	07/01/08	07/01/09	EACH OCCURRENCE \$ 1000000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100000 MED EXP (Any one person) \$ 10000 PERSONAL & ADV INJURY \$ 1000000 GENERAL AGGREGATE \$ 2000000 PRODUCTS - COM/PROP AGG \$ 2000000
B	X	AUTOMOBILE LIABILITY				
		<input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS <input checked="" type="checkbox"/> Comp \$500 <input checked="" type="checkbox"/> Coll \$500	200800557NPO	07/01/08	07/01/09	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
		GARAGE LIABILITY				
		<input type="checkbox"/> ANY AUTO <input type="checkbox"/> OTHER THAN AUTO ONLY:				AUTO ONLY - EA ACCIDENT \$ EA ACC \$ AGG \$
B	X	EXCESS/UMBRELLA LIABILITY				
		<input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE <input type="checkbox"/> DEDUCTIBLE <input type="checkbox"/> RETENTION \$	200800557UMB	07/01/08	07/01/09	EACH OCCURRENCE \$ 4,000,000 AGGREGATE \$ 4,000,000
A		WORKERS COMPENSATION AND EMPLOYERS' LIABILITY				
		<input checked="" type="checkbox"/> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below	WC0834106	11/01/07	11/01/08	<input checked="" type="checkbox"/> WC STATU-TORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1000000 E.L. DISEASE - EA EMPLOYEE \$ 1000000 E.L. DISEASE - POLICY LIMIT \$ 1000000
C		OTHER				
		Crime/Employee Dis	002905417	09/17/07	09/17/08	Exp Disho 950000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS  
 Certificate holder is named as additional insured with respect to the operations of the named insured. Workers Compensation coverage excluded, evidence only. 10 days notice of cancellation for non-payment of premium.

<b>CERTIFICATE HOLDER</b>  Seneca Residential & Day Treatment Center 2275 Arlington Drive San Leandro CA 94578	<b>CANCELLATION</b> SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL <u>30</u> DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES. AUTHORIZED REPRESENTATIVE: 
--	--



**APPENDIX F-**  
**NWEA MAP**  
**(Measures of Academic Progress)**  
**Basics Overview**



Northwest Evaluation Association

Partnering to help all kids learn

## Measures of Academic Progress (MAP) Basics Overview

This document will give partner districts an overview of the basics of the MAP system in order to develop basic knowledge in Northwest Evaluation Association's (NWEA) assessments.

The NWEA's computerized adaptive tests provide educators the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP tests to develop targeted instructional strategies and to plan school improvement. MAP test results help educators make student-focused, data-driven decisions. MAP tests are available in Reading, Language Usage, Mathematics, and Science.

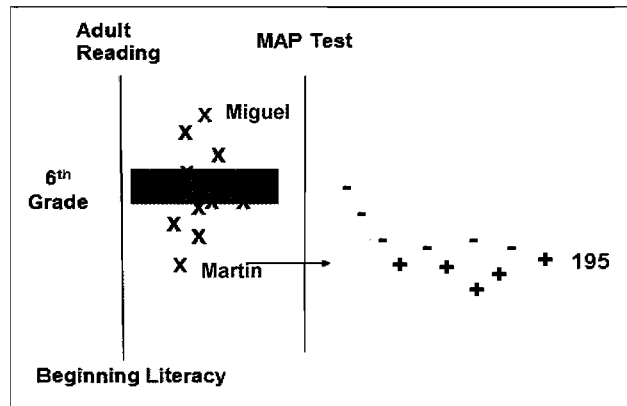
### NWEA's Mission is "Partnering to help all kids learn."

- We help schools create a culture that uses data to make instructional decisions.
- We provide training and support.
- We conduct research to improve learning.
- Our purpose is growth and improvement of learning.
- We promote the instructional needs of every child, creating the most growth possible.

### The Classroom Experience

Consider the students in a typical sixth grade classroom. Imagine each "x" in the diagram below represents a student. Miguel is a student who performs quite well, excelling in reading and always scoring well on traditional standardized tests. Martin, on the other hand, is a student who struggles to keep up with the academic demands in a typical sixth grade classroom. Imagine Martin is taking a test. A traditional test would present Martin with questions appropriate for most sixth graders. As an under performer, Martin might only be able to comprehend the vocabulary in the first few questions. He would quickly become frustrated and might not put forth his best effort. He could even spend the remainder of the test guessing at answers, without attempting to even read the questions.

The results from this traditional test would not provide his teacher any information that could be used to help Martin. They would only indicate that he was performing below the sixth grade level, something his teacher already knew.



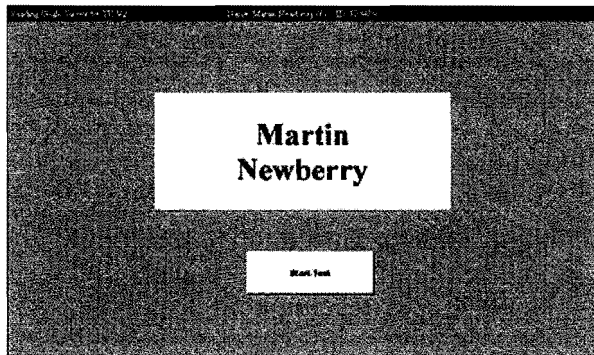
## The MAP Test Experience

Instead of a traditional standardized test, Martin is taking NWEA's MAP computerized adaptive test. When Martin sits down at the computer for the first time, the computer will select and display an item that is appropriate for a typical sixth grader. From here on out, the computer will select items specifically for Martin depending on how he performs on all of the previous items.

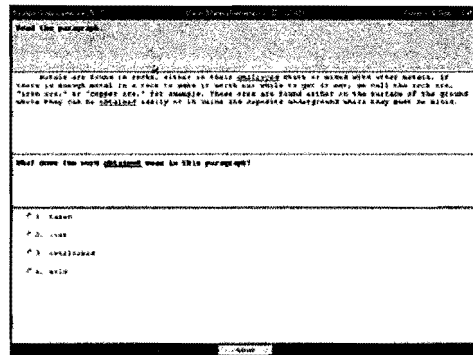
- Martin will more than likely miss the first item because it is an item that is appropriate for a typical sixth grader. The computer will select an easier item from the next goal strand and display it on the screen.
- Martin misses the next item, as well. Based on his two responses so far, the computer will display another easier item on the screen.
- Martin misses this one, too. Based on his three responses so far, the computer will choose another item.
- Each time Martin answers a question, the computer scores all the items taken so far to make a placement for the next item.
- The computer will continue to select questions, cycling through the goal strands, until Martin reaches the end of the test.
- The score is immediately available to Martin and his teacher and is reported in a Rausch unIT (RIT). Martin scored a 195 RIT on his Reading test.

## Sample MAP Test Computer Screens

The first screen that Martin sees looks like this.

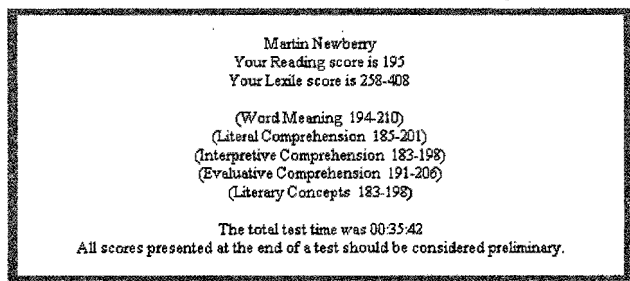


This is a sample item from a Reading test.



Once Martin begins the test, he would see a variety of items that would assess his knowledge across all of the goal performance areas. Martin would simply select a response and go on to the next item.

A score screen will appear when the end of the test is reached with the data from that test event immediately available.



An overall RIT score is provided plus information around each goal performance area. The information can be directly related to DesCartes: A Continuum of Learning—an instructional tool that allows educators to translate an NWEA test score into skills and concepts a student may be ready to learn. Reading tests also report a student's Lexile Framework® for Reading score—a unit for measuring text difficulty created by MetaMetrics, Inc.

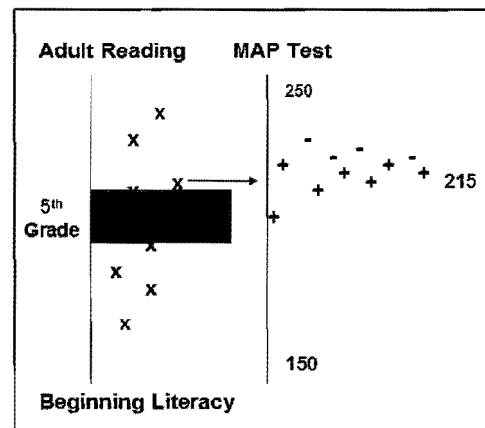
## Features of MAP Tests

- They provide a challenging test for every student. Students are not expected to get every question right or every question wrong.
- They are dynamically built based on the achievement level of the student and will give accurate and reliable information for every student.
- They are untimed. Students should be given as much time as needed to complete a test as long as they are making progress.
- Tests are given for internal answerability. They provide educators information about students within the district, school, or classroom and are used for their own purposes. Even though NWEA provides external norms, these are for a general reference.
- They measure growth and show how students are progressing. Because the data can be looked at historically and is consistent from season to season, growth can be measured.
- Results are received immediately. They are displayed at the end of the test event.
- Students can be tested up to four times a year in order to monitor their growth.

## Meeting the Needs of All Students

As educators, we start with a curriculum scale. In reading, for example, children come to us knowing that letters have sounds attached to them. We want them to leave us able to read college level materials. How do we do this? We assign curriculum that will be taught at each grade level.

We can assume that most schools are “graded”. That is, students are divided into 13 grade level groups. Curriculum is divided in accordance with these grade levels and is articulated upward by skills. In reality, however, we have students who are performing above, at, and below this grade level structure. So we have to ask ourselves how we foster growth for all of these students, no matter where they are performing along our curriculum scale.



The answer to that question lies in knowing where every student is performing and delivering instruction directly related to that performance level. The MAP system can help us with both by giving us scores that are accurate and reliable.

The RIT scale measures student achievement and growth. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. The scores make it possible to follow a student's educational growth from year to year.

## DesCartes: A Continuum of Learning

DesCartes continuum of learning orders specific Reading, Language Usage, Mathematics, and Science skills and concepts by achievement level. For Reading, Language Usage, and Mathematics, the skills and concepts align to the goal structures and content of your state standards. For Science, the skills and concepts are state-aligned for several states, and nationally aligned for others, for the two domains of Science: Concepts and Processes and General Science. Visit the **Science** page in the **Assessment System** section of the NWEA web site to check the availability of your state. For easy reference, the skills and concepts are grouped along the continuum according to the NWEA measurement scale. Districts licensed to DesCartes may access it from the Reports Site.

Subject: Reading Goal Strand: Interpretive Comprehension RIT Score Range: 191 - 200		
Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
<b>Make Inferences, Predictions, and Draw Conclusions</b> <ul style="list-style-type: none"> <li>Makes, confirms, and revises predictions in literary text using content (e.g., titles, topic sentences, key words)*</li> <li>Makes inferences in literary text to identify future events</li> <li>Makes inferences in literary text to identify the feelings and perspectives of characters</li> <li>Makes inferences about characters based on characters' actions in the literary work</li> <li>Makes inferences about the emotions and perspectives of characters in literary text</li> <li>Identifies future events in literary text using inference</li> <li>Makes inferences in literary text to identify physical qualities of characters</li> <li>Makes inferences to identify setting in literary passages</li> <li>Makes inferences in literary text from titles to determine the content</li> <li>Makes inferences in literary text to identify tone/mood</li> <li>Makes inferences to identify problem/resolution in literary text*</li> <li>Makes inferences about events in literary text</li> <li>Draws conclusions based on information in informational text</li> <li>Makes inferences based on information in informational text*</li> <li>Makes, confirms, and revises predictions in informational texts using content (e.g., titles, topic sentences, key words)*</li> </ul>	<b>Make Inferences, Predictions, and Draw Conclusions</b> <ul style="list-style-type: none"> <li>Makes, confirms, and revises predictions in literary text using content (e.g., titles, topic sentences, key words)*</li> <li>Makes inferences about characters based on characters' actions in the literary work</li> <li>Makes inferences about the emotions and perspectives of characters in literary text</li> <li>Makes inferences about characters based on the characters' responses to other characters in the literary work</li> <li>Identifies future events in literary text using inference</li> <li>Makes inferences in literary text to identify physical qualities of characters</li> <li>Makes inferences to identify setting in literary passages</li> <li>Makes inferences in literary text to identify tone/mood</li> <li>Makes inferences to identify problem/resolution in literary text*</li> <li>Makes inferences about events in literary text</li> <li>Draws conclusions based on information in informational text</li> <li>Makes inferences based on information in informational text*</li> <li>Makes, confirms, and revises predictions in informational texts using content (e.g., titles, topic sentences, key words)*</li> <li>Makes, confirms, and revises predictions using supporting details in informational text</li> </ul>	<b>Make Inferences, Predictions, and Draw Conclusions</b> <ul style="list-style-type: none"> <li>Predicts, confirms, and revises ideas within literary text*</li> <li>Makes inferences about characters based on the characters' responses to other characters in the literary work</li> <li>Makes inferences related to events in literary text</li> <li>Makes inferences about setting in literary text*</li> <li>Assesses future events in literary text using inference</li> <li>Makes inferences in literary text to identify feelings and perspectives of characters</li> <li>Makes inferences in literary text to identify setting</li> <li>Infer in literary text to identify tone/mood</li> <li>Infer to interpret figurative language in literary text*</li> <li>Makes inferences to identify symbolism in literary text*</li> <li>Makes inferences about characters based on appearances of characters in literary text*</li> <li>Makes inferences about characters supported by their responses to other characters in literary text</li> <li>Makes inferences about characters and their motives based on the characters' actions in literary text*</li> <li>Draws conclusions from content in informational text</li> <li>Makes inferences based on content in informational text*</li> </ul>
Summarize and Synthesize	Summarize and Synthesize	Summarize and Synthesize

## MAP Tests Provide Students' *Instructional* Levels

MAP tests are based on a continuum of skills in Mathematics, Reading, Language Usage, and Science from low skill levels to high skill levels. We can consider them to be one long test in a particular subject, rather than a series of shorter tests that assess students over specific criteria at various grade levels. NWEA assessments are not tests that determine mastery. Rather, MAP assessments provide teachers with the *instructional* level of the student. They provide a way—a road map—for determining where each student is performing in relation to local or state standards, curriculum, or other criteria.

## Uses of MAP Tests

- Tests can be administered to new students as they enter the district to determine appropriate instructional levels.
- Tests can be given before parent conferences if a measure is needed at that time.
- Student growth can be monitored throughout the school year and from year to year.
- Winter testing is useful to further monitor progress and determine if instruction needs to be adjusted.
- The data can be used to assist in placing students into certain courses, when used alongside other data.\*
- Student progress in special programs such as Title I can be monitored by using MAP data.\*

\*Placement Guidelines are available on the NWEA web site in the Document Library.

## Normative Data

typical

What are ~~expected~~ RIT and growth scores?

Educators use data from the most recent NWEA norms study to help determine what is “typical,” i.e., students scoring at the 50th percentile in the norms study. We use the word “typical” rather than “should be” or “expected”, as we treat each student as an individual.

2005 Reading Achievement and Growth Norms (RIT values)

Grade	FALL		SPRING		MEAN GROWTH			
	Median	Mean	Median	Mean	Ending Grade	Fall to Spring	Fall to Fall	Spring to Spring
2	178	177.2	190	188.2	2	13.1	n/a	n/a
3	192	190.3	200	197.9	3	9.1	14.4	10.7
4	201	199.1	207	205.0	4	6.5	9.7	7.5
5	208	205.8	212	210.6	5	5.4	7.1	6.3
6	213	211.0	217	215.0	6	4.3	5.4	4.6
7	217	214.8	220	218.1	7	3.4	4.4	3.7
8	220	218.2	223	221.3	8	3.2	3.9	3.7
9	223	220.7	225	223.1	9	1.6	3.0	1.7
10	226	223.6	227	224.1	10	0.8	2.4	1.8

From the *Normative Data: Monitoring Growth in Student Achievement* document found on the NWEA web site in the Document Library.

## RIT Point Growth Norms

From our norms studies we know that low-performing students and high-performing students don't tend to grow at the same rate. A simple grade-level growth average doesn't capture this information and may lead us to inaccurate decisions about students.

As shown in the table below, we can see that students scoring a 160 fall RIT showed an average (mean) growth of 16.02 RITs. Students scoring a 210 fall RIT grew, on average, 4.31 RITs.

Grade 3 Reading: Fall-to-Spring RIT Point Growth Norms							
Start RIT	160	170	180	190	200	210	220
Mean Growth	16.02	14.09	11.30	8.82	6.69	4.31	2.54

From the *2005 RIT Scale Norms, Grade 3 Reading Fall-to-Spring Growth Chart*.

## NWEA Resources

---

### Document Library

For the latest updates and news items relating to our support services, visit the **Document Library** page in the **Member Support** section of the NWEA web site. The **Document Library** contains many documents related to the MAP assessment including:

- *Measures of Academic Progress (MAP) Reference Guides* - guides for accessing reports, using TestTaker, etc.
- Resources to share with parents like the *Parent Toolkit*
- Resources for teachers like the *Glossary of Terms*

### The Assessment Standard Newsletter

NWEA publishes *The Assessment Standard* newsletter each spring and fall. This informative newsletter communicates views on current issues in education and how they relate to assessment. It also highlights how NWEA partners are using assessment data to meet the day-to-day challenges in education. Visit the **Newsletter** page in the **About Us** section of the NWEA web site for current and archived issues.

### Lexile Scores

---

Lexile scores are available on NWEA Reading reports. A Lexile is a unit for measuring text difficulty that is linked to the RIT score, allowing teachers to use the student's RIT score to find books, periodicals, and other reading materials that will be appropriately challenging for each student. More information can be found on the Lexile web site at [www.lexile.com](http://www.lexile.com).

**For more information, visit NWEA's web site at [www.nwea.org](http://www.nwea.org).**

**APPENDIX G-**  
**NWEA**  
**Student Goal Setting Worksheet**





# Student Goal Setting Worksheet

Student: Basar, Mariano O.

Term Range: Fall 07 - Fall 08

Teacher: R Minix

Initial Grade: 3

Students may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

Subject	Fall 2007		Winter 2008		Spring 2008		Fall 07 - Fall 08			
	RIT	%ile	RIT	%ile	RIT	%ile	Typical Growth	RIT Target	My Goal	RIT Growth
Reading	187	38	193	43	202	58	11	198		-
Mathematics	198	68	203	68	205	61	11	209		-
Language Usage	195	53	199	53	200	44	9	204		-

## Reading

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2007	Winter 2008	Spring 2008
Read a Variety of Material	<b>189-203</b>	179-192	194-209
Apply Thinking Skills to Read	178-191	190-204	<i>191-205</i>
Locate / Select / Use Info	<i>173-187</i>	<b>203-224</b>	<b>200-214</b>
Read / Recognize Literature	182-195	<i>174-189</i>	196-210
<b>Lexile Range</b>	270-420	379-529	545-695

Student Action Plan: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# NWEA Student Goal Setting Worksheet

Student: Basar, Mariano O.

Term Range: Fall 07 - Fall 08

Teacher: R Minix

Initial Grade: 3

## Mathematics

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2007	Winter 2008	Spring 2008
Number Sense	184-199	197-213	198-213
Algebraic Methods	<b>198-215</b>	203-220	198-212
Data Analysis & Probability	187-201	199-214	<b>205-220</b>
Geometric Concepts	197-211	<b>205-222</b>	200-214
Measurement	195-211	192-206	195-209
Computation	<i>178-195</i>	<i>178-195</i>	<i>194-208</i>

Student Action Plan: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Language Usage

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2007	Winter 2008	Spring 2008
Topics / Ideas / Organization	188-200	191-203	196-208
Vocab / Revise / Edit	190-202	<b>200-213</b>	<i>181-196</i>
Sentence Types / Grammar	<b>192-205</b>	<i>186-199</i>	192-205
Capitalization / Punc / Spelli	<i>186-198</i>	195-207	<b>205-219</b>

Student Action Plan: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 **NWEA Student Goal Setting Worksheet**

---

Student: **Basar, Mariano O.** \_\_\_\_\_

Term Range: **Fall 07 - Fall 08** \_\_\_\_\_

Teacher: **R Minix** \_\_\_\_\_

Initial Grade: **3** \_\_\_\_\_

\* Summer term percentiles are not currently available in Dynamic Reporting Suite

---

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX H-**  
**Seneca Center Personnel Policies**



# Seneca Center Personnel Policies

---

---

## Seneca Center Personnel Policies

---

<b>Introduction</b>	3
<b>Section I: Hiring Practices</b>	4
Employment - Types	5
Equal Employment Opportunity	6
Hiring Policy and Procedure	7
<b>Section II: Employee Benefits</b>	11
Benefits	12
Conference Attendance	13
Educational Benefits and Scholarships	14
Holidays	15
Leaves - Unpaid	
1. Administrative Leave	16
2. Bereavement Leave	17
3. Family Leave	18
4. Military Leave	20
6. Parental Leave For Birth	21
Leaves - Paid	
1. Paid Time Off Leave	22
2. Civic Duty Leave	24
<b>Section III: Employment Practices</b>	25
Attendance	26
Disciplinary Action	27
Drug-Free Workplace	29
Grievance	30
Harassment	31
Unlawful Sexual Harassment	32
Overtime	33
Performance Evaluations	34
Personnel Records	35
Professional Relationships	37
Promotions	38
Recording of Hours Worked	39
Resignation	40
Salary Reviews	41
Security and Safety	42
Staff Development	43
Substitute Teachers	44
Training Stipends	45
Worker's Compensation	46

---

## Introduction

---

Since 1985, Seneca Center has provided an environment that ensures success and well being for our children as well as for our staff. We believe that our employees are the most important resource of the Agency, and we owe our successes to everyone who works as part of the Seneca Team. These policies are provided as a means for our staff to continue contributing to the Agency's success, and for Seneca to contribute to individual employee well being.

### **At-Will Employment:**

Seneca Center is an at-will employer. As such, either the Agency or the employee may terminate the employment relationship at any time for any reason. No one at Seneca may make, unless specifically authorized in writing by the Executive Director, any promise, express or implied, that employment is for any minimum or fixed term or that cause is required for termination of the employment relationship.

The policies and procedures herein apply to all Seneca employees. These policies and procedures are not contracts, and no contract is implied. If a policy or procedure in this manual is found to conflict with any local, state or federal law, then that law will take precedence over Seneca's policy or procedure.

These policies are valid as of January 1, 1995. They are subject to change.

---

Seneca Center Personnel Policies

---

Section I: Hiring Practices



---

## Employment Types

---

### **AT-WILL EMPLOYMENT:**

Seneca Center is an at-will employer. As such, either the Agency or the employee may terminate the employment relationship at any time for any reason. No one at Seneca may make, unless specifically authorized in writing by the Executive Director, any promise, express or implied, that employment is for any minimum or fixed term or that cause is required for termination of the employment relationship.

### **REGULAR FULL-TIME**

A staff member, who is hired to provide services of 36 hours per week or more on a regular, set schedule. Regular full-time para-professional employees (e.g. Residential Counselor, Mental Health Assistants) and professional staff are entitled to full benefits. For specifics about benefits see Benefits Policy.

### **REGULAR PART-TIME**

A staff member, who is hired to provide services of up to 35 hours per week on a regular, set schedule. Regular part-time employees who work at least 20 hours per week are entitled to full medical and dental benefits and pro-rated vacation time and sick time or compensated leave time. Vacation time and sick time or compensated leave time will be pro-rated according to the number of hours per week on the employee's regular schedule.

### **RELIEF**

A staff member who works varied shifts as assigned. Relief staff members are not obligated to work a minimum number of hours per week, nor is Seneca obligated to provide any certain number of hours. Relief staff are not entitled to benefits.

### **TEMPORARY**

A staff member who is hired with a planned limit to the length of employment and whose status is written into the Personnel Information Notification. Temporary employees are not entitled to benefits.

---

## Equal Opportunity Employment

---

It is the policy of Seneca Center to grant equal employment opportunity to all applicants and employees without regard to race, color, national origin, marital status, disability, Vietnam Era Veteran status, age, religion, political affiliation, gender or sexual orientation. It is the intent and desire of Seneca Center that equal employment opportunity will be provided in all phases of the employment relationship.

Employment opportunities are, and shall be, open to all qualified applicants solely on the basis of their experience, aptitudes and abilities.

Advancement is, and shall be, based entirely on the individual's achievement, performance, length of employment, ability, attitude, merit and potential for promotion.

### **REPORTING INCIDENTS**

Report any incidents of possible discrimination to the Executive Director or the Human Resources Director. Any reports will be kept as confidential as possible and will be promptly investigated.

---

## Hiring Policy and Procedure

---

It is our belief that the people responsible for the care of the children at Seneca Center are the single most important aspect of our agency. More crucial than any program guide is the good judgment, positive attitude, and team spirit of each individual staff person. With this in mind, Seneca has established a system for hiring and promotion designed to exclude any candidate when there is a doubt on the part of a relevant interviewer as to that candidate's qualifications or abilities. The process is based on the premise that any person taking part in the interview may exclude an applicant if s/he is uncomfortable with the individual for *any reason other than* discrimination on the basis of race, color, national origin, marital status, disability, age, religion, political affiliation, gender, sexual orientation, or Vietnam Era Veteran status, as outlined in Seneca Center's Equal Employment Opportunity Policy. It is further understood that Seneca Center, having such knowledge, will **not** continue employment of individuals without a fingerprint clearance from the Department of Justice, FBI or Child Abuse Index Check. No exemptions will be allowed. Seneca Center reserves the right to terminate employment of employees with a prior criminal conviction.

### **PROCEDURE**

No candidate will be offered a position until references have been checked and Motor Vehicle Reports run. If during the hiring process for any position no successful candidate is chosen, the process may be re-opened for new applicants.

This entire process is designed to err towards exclusion. It is imperative that all parties involved in the process be encouraged to exercise their option to exclude a candidate.

If any member of a designated interview team is applying for the position being filled, that person is automatically excluded from the interview process.

The Administrative Team, the Executive Director or the President reserves the right to change these hiring procedures or use alternate procedures as they see fit.

### **ENTRY LEVEL POSITIONS IN DIRECT CHILD CARE:**

Applicants shall participate in an interview conducted by the Human Resources Director or his/her designee. At that time the Human Resources Director shall exclude from the process any applicant that s/he deems to be inappropriate for work at Seneca. Successful applicants are forwarded on for an observation/interaction interview in the applicable milieu. During the observation/interaction, the candidate shall be observed by a House Manager or senior level staff person (in the Residential Program) and other staff people in the milieu. Any of the people involved in the process, including direct care staff, may, at that point, exclude the applicant. Successful candidates are advanced to interview with the Program Director of the appropriate program. If no person excludes the candidate s/he is forwarded back to Human Resources for reference checks and a Motor Vehicle Report. Upon successful completion of all of the above, as well as any other pertinent paperwork, the applicant may be offered a position.

*Exception to the process:* If a candidate is a former employee, that person may skip the initial interview process and advance to the interview with the appropriate Program Director.

### **HOUSE MANAGER:**

An interview team or teams may be established by the appropriate Program Director and the Human Resources Director inviting all of the following to participate:

House Managers  
House Therapists

Interviews are scheduled with the interview team, Residential Director, Executive Director, Consulting Psychologist and President. A candidate may be excluded during the course of any of these interviews. After these interviews, a final decision is made.

### **COORDINATOR/SPECIALISTS:**

An interview team may be established by the Program Director and the Human Resources Director, which includes:

Supervisor of the position  
Program Director and Executive Director  
Any appropriate peer level staff  
Human Resources Director

After this interview, a final decision is made.

### **SUPPORT STAFF/BUSINESS OFFICE STAFF:**

The appropriate Program Director will complete initial interviews and identify one or more candidate(s) whom s/he is prepared to hire. The Executive Director may complete second interviews and a final decision will be made.

### **PROMOTIONS AND/OR HIRING OF ADMINISTRATIVE POSITIONS:**

An interview team or teams may be established by the Executive Director inviting all of the following to participate:

All relevant members of the administrative team  
Appropriate member of the job level peer group

Appropriate staff members that will fall under the supervision of the position at the discretion of the Program Director or Executive Director.

All members of the first two groups shall have the authority to exclude any candidate and are encouraged to exercise that authority. Members of the third group participate in an advisory capacity only, due to potential conflict of interest.

The Executive Director may conduct the initial interviews and/or establish an Executive Interview Committee for the initial or subsequent interviews. The Executive Director will review the applicant information with the committee. The final decision rests with the Executive Director.

**PROFESSIONAL POSITIONS:**

An interview team may be established by the Program Director and Executive Director which consists of:

Any relevant members of the administrative team  
Appropriate members of the job level peer group

The Program Director and Executive Director will complete initial interviews and identify one or more candidates that they are prepared to hire. The candidates will then each complete an observation interview in the applicable milieu and then interview with the interview team. After completion of the third interview a final decision will be made.

## Section II: Employee Benefits

---

## Benefits

---

Seneca Center understands the importance of healthy employees in order to have a successful agency. To that end, we offer the following benefits:

### **HEALTH INSURANCE**

Regular full-time employees and Regular part-time employees who work at least 20 hours per week may participate in the following health insurance plans. New staff are eligible to enroll on the first day of the month following their start date. Relief staff and temporary employees are not eligible to participate in our health insurance plans. Employees must enroll within 30 days of their eligibility date or wait until the open enrollment period. Seneca currently pays the full cost for employee coverage, and half the cost of dependent medical coverage.

- **MEDICAL COVERAGE**

Seneca offers employees comprehensive medical insurance. Employees may enroll in our medical insurance plan within 30 days of their eligibility date or during the open enrollment period.

- **PRESCRIPTION DRUG COVERAGE**

Seneca provides a prescription drug program, which allows participants to obtain prescription drugs from specified pharmacies or through mail order for a small co-payment.

- **VISION COVERAGE**

Seneca's vision plan offers coverage for eye exams, eyeglasses and contact lenses.

- **CHIROPRACTIC COVERAGE**

Seneca's chiropractic plan offers chiropractic care for treatment of the neuromuscular skeletal system.

- **DENTAL COVERAGE**

Seneca offers employees comprehensive dental insurance.

- **CONTINUATION OF BENEFITS**

Coverage under Seneca's health insurance plans ends on the last day of the employee's last month of employment with Seneca. The employee may elect to continue his/her own and his/her dependents' coverage at his/her own expense. The employee has 60 days from the date coverage terminates to notify Human Resources of the decision to continue coverage.

### **LONG AND SHORT TERM FINANCIAL PLANNING**

Employees may set up individual retirement plans, 403(b) plans, tax sheltered annuities, etc. Seneca will work with your personal financial advisor to deduct the payments from your paycheck.

---

## Conference Attendance

---

Seneca Center believes that it is important to provide our employees with opportunities to continually develop skills for the performance of assignments and professional growth. In addition to in-services and on-site training, employees are also encouraged to pursue external training and conferences.

### **REQUESTING TIME OFF FOR CONFERENCES/TRAININGS**

- 1) Requests for attendance at conferences or external training should be submitted in writing to the employee's immediate supervisor. The request should include dates, times, reasons for attendance, cost and amount of time that will be lost from work.
- 2) After the request has been evaluated and approved by the immediate supervisor, s/he shall make a recommendation to the Program Director, who will make the final decision.

### **APPROVAL/DISAPPROVAL**

Approval or disapproval will be based on the following:

- 1) Cost
- 2) Loss of time from program
- 3) Relevance of conference's/training's content to Agency's and employee's performance goals
- 4) Personal growth and professional skill development (with professional skill development taking precedence over personal growth goals.)

### **PAID TIME/CONFERENCE DUES**

Voluntary professional organizational meetings will not be approved for paid time. However, conferences or training sponsored by professional associations which provide educational/skill development will be eligible for approval.

Approval of conference expenses other than time off for attendance is contingent upon the ability of the Agency to secure funds for conferences and conventions.



---

## Educational Benefits and Scholarships

---

The Educational Scholarship Fund was established in order to offer Seneca employees the opportunity to complete higher education degrees or enroll in continuing education.

### GENERAL SCHOLARSHIP PROVISIONS

1. Seneca will annually set aside a pool of money for the scholarship fund, Agency funds permitting.
2. Scholarship money awarded to any individual will be up to, but not exceeding, costs of tuition currently charged by the California State University System.
3. Money allocated to individuals for the purpose of continuing education or obtaining advanced degrees will be determined annually by a Selection Committee comprised of Seneca's Administrative Team.
4. Seneca's ability to support new scholarships will be determined annually. A determination regarding renewal of existing scholarships will occur by the beginning of the fiscal year (July) if possible. Those employees requesting renewal will be required to maintain a GPA of at least 3.0 for advanced degree candidates and a GPA of at least 2.5 for Bachelor Degree candidates.
5. The Selection Committee retains the right to distribute funding as it determines will best benefit Seneca Center.
6. Every reasonable effort will be made to award the scholarships by the beginning of the fiscal year (July), funds permitting.

### QUALIFICATIONS

1. Applicants must work at Seneca a minimum of twenty (20) hours a week during the term of the Higher Education Scholarship. They may attend school on either a full-time or part-time basis.
2. Applicants must submit an application to the Selection Committee. Interviews may be conducted. Selection is based on a combination of length of employment, work performance, degree sought, ethnicity, gender and personal statement.
3. Applicants must pursue courses related to employment at Seneca or a degree that is clearly connected to a position at Seneca sought by the employee.
4. Applicants must maintain good academic standing and submit transcripts following each academic term. Money will be allocated to degree candidates for the full year. Students will be required to maintain a minimum 2.5 grade point average for Bachelor's Degree work and a minimum 3.0 grade point average for graduate work.

---

## Holidays

---

All full-time staff (excluding staff that are paid on a 220 days per year basis) receives 9 paid holidays per year. Part-time staff who work at least 20 hours per week receive a pro-rated number of paid holiday hours.

Employees are paid for holidays regardless of whether these holidays fall on their scheduled shift. Holiday pay is limited to eight hours per day, regardless of the employee's regularly scheduled hours.

### **PART-TIME EMPLOYEES**

Part-time employees who work at least 20 hours per week receive a pro-rated number of paid holiday hours, depending on the percentage of full-time hours they are scheduled to work. For example: A part-time employee is scheduled to work 20 hours per week. 20 hours is 50% of full-time, thus the employee is entitled to 50% of 8 hours or 4 hours of paid holiday time.

### **THE NINE PAID HOLIDAYS**

- 1) New Year's Day, or for Residential Staff:  
New Year's Eve Day (beginning at 3:00 p.m.) and  
New Year's Day (until 3:00 p.m.)
- 2) Martin Luther King's Birthday
- 3) President's Day
- 4) Memorial Day
- 5) Independence Day
- 6) Labor Day
- 7) Thanksgiving Day
- 8) Thanksgiving Friday
- 9) Christmas Day

### **WORKING ON HOLIDAYS**

If a Non-Exempt staff person works on a holiday, s/he will receive double-time pay for the total hours worked. Non-Exempt staff people who do not work on the holiday will receive 8 hours at straight-time pay.

### **HOLIDAYS FALLING ON WEEKENDS**

When a holiday falls on a weekend, the Administrative Team will determine the weekday that the holiday will be observed by Administrative and School staff.

---

## Administration Leave

---

An unpaid administrative leave may be granted by the Executive Director or President when no other type of leave is appropriate and facts of a presenting situation warrant an employee's absence (e.g. personal needs, continuing education, conferences or workshops, etc.).

Administrative Leaves are to be taken without pay and without accrual of sick leave, vacation time, or compensated leave time. This leave may be requested for an indefinite amount of time.

### **REQUEST AND APPROVAL PROCEDURES**

The employee should request an Administrative Leave as soon as possible before s/he wishes the leave to begin. The request should be in writing and include the purpose of the leave, the date the leave is to begin, and the anticipated date of return. Approvals should be obtained from the immediate supervisor, Program Director, and Executive Director or President. The approved request should then be forwarded to Human Resources.

In reviewing the leave request, the employee's needs as well as the needs of the Program and the Agency will be taken into consideration.

Once the leave has been approved, the employee is free to leave on the specified date. The employee should be sure to let his/her immediate supervisor and the Human Resources Department know how to contact him/her during the leave.

### **CONTINUATION OF BENEFITS**

The employee may elect to continue health coverage at his/her own expense. See the Human Resources Department for more information.

### **RETURNING TO WORK**

The employee should notify his/her immediate supervisor and Human Resources of his/her intent to return to work at least two (2) weeks prior to returning. Upon returning, we will make an effort to find a position for the employee which is similar in responsibility and compensation to the employee's former position.

---

## Bereavement Leave

---

Employees may take up to five (5) days off in the instance of a death in the employee's family. Employees may use accumulated sick leave or compensated leave in order to be paid for these days.

### **IMMEDIATE FAMILY MEMBER**

Upon a death occurring in the employee's immediate family, the employee may be excused from work for up to five (5) days. Immediate family is defined as spouse, domestic partner, child, child of a domestic partner, parent, and sibling.

In terms of payment for these five (5) days, the employee may choose to take these five (5) days as sick leave or compensated leave. If the employee lacks a sufficient number of accrued sick days or compensated leave time, these five (5) days may be taken as vacation days or unpaid Administrative Leave.

### **EXTENDED FAMILY MEMBER**

Upon a death occurring in the employee's extended family, the employee may be excused from work for up to three (3) days. Extended family is defined as uncle, aunt, nephew, niece, sister-in-law, brother-in-law, daughter-in-law, son-in-law, parents-in-law, parents of a domestic partner, grandfather, grandmother and grandchild.

In terms of payment for these three (3) days, the employee may choose to take these three (3) days as sick leave or compensated leave. If the employee lacks a sufficient number of accrued sick days or compensated leave time, these three (3) days may be taken as vacation days or unpaid Administrative Leave.

### **OTHERS**

Vacation time or compensated leave may be used for bereavement of anyone other than those listed above.

### **REQUESTING A LEAVE**

The employee should inform his/her immediate supervisor and the Human Resources Department of the desire to take bereavement leave. S/he should also be sure to record this time off from work on the regular timesheet. The Program Director will review bereavement leave authorized by a supervisor and may make adjustments as s/he sees fit.

---

## Family Leave

---

In compliance with the Family and Medical Leave Act of 1993, we offer employees up to twelve (12) weeks unpaid time off in order to care for a newborn or adopted child, to care for a family member with a serious health condition, or to care for the employee's own serious health condition. Health benefits are continued during this period.

### ELIGIBILITY

To be eligible for Family Leave, an employee must have worked for Seneca for at least one (1) year AND have worked at least 1250 hours during the twelve (12) months preceding the date of the request.

### REASONS FOR LEAVE

Leave may be taken for the following reasons:

- 1) Birth or adoption of a child
- 2) To care for a spouse, domestic partner, child, child of a spouse or domestic partner, or parent because of a "serious health condition"
- 3) To care for an employee's own "serious health condition" when the condition renders the employee unable to perform the functions of his/her job

"Serious health condition" is defined as:

- 1) A medical condition that requires in-patient care at a hospital or other medical facility
- 2) Illness, injury, impairment, or physical or mental condition that
  - a) involves "continuing treatment" by a health care provider AND
  - b) causes a period of incapacity of more than three (3) calendar days (not just work days) or, in the case of chronic or long-term health conditions, is so serious that it would cause a period of incapacity of more than three (3) calendar days if not treated.

"Continuing treatment" is defined as:

- 1) Two or more visits to a health care provider OR
- 2) One visit that results in the prescription of a regimen of continuing treatment under the supervision of the health care provider

### DURATION

Family Leave may be taken for up to twelve (12) weeks in every twelve (12) month period.

### PAYMENT DURING A FAMILY LEAVE

Time off for Family Leave is unpaid. An employee may use any accrued vacation time, personal business days or compensated leave time in connection with a Family Leave which is taken for the purpose of caring for a new child or a family member with a serious health condition. Accrued vacation time, personal business days, compensated leave time or sick leave time may be used during a Family Leave which is taken because of the employee's own serious health condition. This time off will be

offset against the twelve (12) allowable weeks of Family Leave. For example, if an employee has two (2) weeks of accrued compensated leave time, she may take this leave during the first two (2) weeks under Family Leave, and be entitled to ten (10) additional weeks of unpaid Family Leave.

While employees are not required to use their vacation time, compensated leave time or sick time in connection with a Family Leave, they may not tack on this time at the end of the twelve (12) weeks of Family Leave in order to extend their time away from work without the approval of the Executive Director or President.

### **HEALTH INSURANCE COVERAGE**

Health insurance will be continued during a Family Leave. If employees are paying for dependent coverage, they will still be responsible for this monthly payment.

### **REQUESTING A LEAVE**

When the need for a Family Leave is foreseeable, the employee must provide at least thirty (30) days' notice prior to the expected date of commencement of the leave. This notice should be in written form and include the date the leave is to begin, the expected duration and return date, and medical certification from the attending physician that the leave is necessary.

In the case of an unforeseeable leave, the employee must give notice as soon as is practical, no later than two (2) days after the commencement of the leave.

Family Leave requests must be approved by the Program Director and the Human Resources Director.

### **RETURNING TO WORK**

We will make every reasonable effort to reinstate the employee to his/her former position or one which is substantially similar in responsibility and compensation.

---

## Military Leave

---

Seneca Center provides unpaid military leave for staff to attend activities relating to their membership in one of the armed services. Health benefits will continue during this time.

### **ELIGIBILITY**

Time off shall be granted to an employee who is called for Military Reserve Training or in the event of a National Guard or Military Reserve call-up resulting in temporary duty caused by civil disorder. This time off will not be deducted from the employee's vacation or compensated leave.

An employee drafted into regular military services shall be entitled to an unpaid Military Leave during the time s/he is in the service.

### **REQUESTING A MILITARY LEAVE**

The employee must demonstrate his/her enrollment in a military service and provide a copy of Orders to the Human Resources Department.

The employee's immediate supervisor will be responsible for approving the employee's Military Leave and for ensuring that the appropriate information is in the employee's personnel file.

### **RETURNING TO WORK**

The employee should request reinstatement within 90 days of discharge from military duty. We will do everything reasonably possible to reinstate the employee to his/her former position or one which is substantially similar in responsibility and compensation.

---

## Parental Leave for Birth

---

Seneca allows Regular full-time and Regular part-time employees to take up to six (6) months of unpaid leave for the birth of a child. Health benefits are continued during this period. This time off will be counted simultaneously as Family Leave (see Family Leave Policy). Employees who are deemed disabled due to pregnancy or childbirth may apply for State Disability Insurance (SDI).

### **SDI BENEFITS**

The State Disability Insurance Program (SDI) was established to make up, in part, for the wages lost when an employee is unable to perform his/her regular work due to an injury or illness not related to work, including pregnancy. This program is paid for entirely by California workers through payroll deductions.

1. The usual payment period for a normal pregnancy may be up to four (4) weeks before the expected delivery date and up to six (6) weeks after the ACTUAL delivery date or up to eight (8) weeks for a Cesarean section delivery. If there are medical complications or the employee is unable to do her regular work, her doctor may certify a longer period.
2. The amount of cash benefits to be received is based upon the employee's gross earnings in the twelve (12) months prior to the date the claim is filed.
3. Employees should contact the Employment Development Department to arrange for SDI benefits.

### **USING SICK TIME, VACATION TIME AND COMPENSATED LEAVE TIME**

The employee may use accrued sick time, vacation time or compensated leave time in order to receive pay from Seneca during the leave. This time will be counted toward the total six (6) months allowable time off from work.

### **REQUESTING A LEAVE**

1. Obtain a Parental Leave Packet from the Human Resources Department. This packet contains information on SDI and various forms to be completed.
2. Fill out the Leave Request Form as completely as possible and submit it to the supervisor and Program Director for approval.
3. Return the approved form to Human Resources.

### **RETURNING TO WORK**

Seneca Center will make every reasonable effort to ensure that the employee is reinstated in his/her former position or one which is similar in compensation and responsibility.



---

## Paid Time Off (PTO)

---

In an effort to provide more flexibility for Regular Full-Time and Regular Part-Time employees to take time off, we have established Paid Time Off (PTO). PTO takes the place of two separate Sick Leave and Vacation Leave provisions.

PTO gives an employee a specified amount of time off to use as s/he sees fit, rather than having a certain amount of time for vacation and a certain amount of time for illness.

### **REQUESTING TIME OFF:**

- For Non-Illness Related Time: Employees should submit a Time-Off Request Form, have it approved by their immediate supervisors, and submit to the Staffing Coordinator.
- For Illness/Emergency: Employees should advise their immediate supervisors and the Staffing Coordinator as soon as the need to take time off for illness or emergency arises.
- Exempt Employees: Absence for time taken off which amounts to less than one full day will not be deducted from accrued PTO.
- PTO accrues each pay period. Leave may be taken after 3 months of employment, except if arranged differently at time of hire.

### **ACCRUAL OF PTO:**

Regular, full-time employees:

- Administrators: 5 weeks per year.
- Social Workers/Therapists: 5 weeks per year.
- Teachers: 1 week per year in addition to school breaks.
- Counselor III/House Managers: 5 weeks per year.
- Counselors /Support Staff/ all other staff: 4 weeks per year.

Additional PTO days are accrued by tenure in the following way:

- After 3 years of service, one additional day (8 hours)
- After 5 years of service, one additional day (8 hours)
- After 7 years of service, one additional day (8 hours)
- After 9 years of service, one additional day (8 hours)
- After 10 years of service, two additional days (16 hours)

Regular Part-Time employees who work at least 20 hours per week accrue PTO at a rate that is a proportion of the Full-Time equivalent. See the Payroll Accountant for accrual rates.

Maximum Leave Accrual: Employees may accrue PTO up to the equivalent of their PTO plan. (Ex. 5 weeks Plan = 672 hours; 4 weeks plan = 552 hours; and 1 week plan (teachers) = 192 hours). Once the maximum limit is reached, no additional PTO time will accrue until some of the accrued leave is used.

### **CASHING OUT PAID TIME OFF:**

Current Employees: Current employees may receive the cash equivalent of Paid Time Off for hours accrued in excess of 40 hours. No more than 40 hours may be cashed out in one fiscal year (July 1 to June 30).

- Requests to cash out Paid Time Off time must be written up on a check request form, and approved and submitted to the Payroll Department. There is no Direct Deposit when cashing out PTO.
- Terminated Employees: Upon termination from Seneca, all accrued Paid Time Off time that has not been used will be paid to the employee. This payment shall be included with the employee's final check.
- Relationship with Family Leave: Paid Time Off may not be "tacked on" to the end of a twelve week Family Leave in order to extend the time away from work. Any Paid Time Off time taken during a Family Leave will be counted against the twelve allowable weeks of Family Leave.

---

## Civic Duty Leave

---

It is the policy of Seneca Center to excuse from work any employee who is called for civic duty (i.e. jury duty). Employees performing civic duty will receive their regular pay from Seneca (minus the amount received from the court for civic duty pay) for a time period of up to ten days. This absence from work will not be charged against Vacation time or Compensated Leave. Health benefits are continued during this time.

During the course of jury duty, if the employee is excused from the jury for the day, s/he will be expected to return to work for that portion of time which is within the normal workday.

### **PROCEDURE FOR EMPLOYEES SELECTED FOR JURY DUTY:**

- 1) Notify supervisor immediately when summoned to jury duty.
- 2) Fill out a Time-Off Request Form immediately after being notified of selection to a jury.
- 3) Submit your endorsed jury duty stipend checks to the Accounting Office in order to receive your regular paycheck from Seneca.

Supervisors shall authorize jury duty leave and arrange for appropriate substitutes when necessary.

### **PAYMENT DURING CIVIC DUTY LEAVE**

Employees will be paid their regular pay, minus the amount given by the court, for up to ten days per year. Any checks received from the court should be signed over to Seneca and submitted to the Accounting Office. When paid leave for performing civic duty is exhausted, employees may use Vacation or Compensated Leave pay if they so desire.

### **POSTPONING JURY DUTY SERVICE**

We may ask the employee to request a postponement of jury duty service if his/her absence from work will critically impair our business operations. Contact Human Resources for help in requesting a postponement.

## Section III: Employment Practices

---

## Attendance

---

Employees are important to the overall success of our agency. When an employee is not present, someone else must do his/her job. Consequently, each employee is expected to keep regular attendance, be on time and work as scheduled or as directed by the Administrator in charge. Failure to meet these requirements can result in disciplinary action, up to and including termination.

### **ABSENTEEISM**

Absence is any time you are scheduled to work and are unable to be present.

An example of excessive absenteeism is when the number of absences exceeds 12 days in any 12 month period and/or 3 days in the 3 month period prior to the employee's most recent absence.

When a pattern of absenteeism emerges, this will be subject to supervisory review and disciplinary action may be taken.

If you are absent for 3 consecutive days without notifying your supervisor or the Administrator in charge, you will be considered to have resigned from Seneca Center as of the close of the third day.

### **TARDINESS**

Tardiness is any time when you arrive late to your designated work location, and/or are not ready to work.

An example of excessive tardiness is when you are late more than 3 times within any 30 day period.

---

## Disciplinary Action

---

It is the intent of Seneca management to use a positive approach in managing work behavior. Honest communication and positive feedback are promoted to enhance work performance. However, in some cases it will be necessary for disciplinary action to be employed.

### AT-WILL EMPLOYMENT

Seneca Center is an at-will employer. As such, either the Agency or the employee may terminate the employment relationship at any time for any reason. No one at Seneca may make, unless specifically authorized in writing by the Executive Director, any promise, express or implied, that employment is for any minimum or fixed term or that cause is required for termination of the employment relationship.

### WHEN USED

Disciplinary Action is defined as a consequence applied to an employee for failure to perform work as defined in the job description, failure to meet reasonable expectations, malfeasance, misconduct, wrongdoing, neglect, fraud, unethical conduct, abuse, insubordination, or other illegal or inappropriate acts which are directly related to an employee's position at Seneca Center.

### PROCEDURE

If anyone in the employee's management chain determines that the employee is not meeting his/her job requirements or expectations, the manager can implement disciplinary action as follows:

1. Meet with the employee to define problem areas. Specific goals for improvement should be developed between the employee and supervisor. These goals should be documented.
2. Conduct follow-up meetings with the employee to monitor progress as necessary.
3. Should progress not be adequate, the supervisor may begin disciplinary action. The levels of disciplinary action is the following:
  - a) Oral counseling
  - b) Verbal reprimand
  - c) Written reprimand
  - d) Suspension
  - e) Termination

Supervisors may skip over steps as they deem necessary with consultation from their supervisors.

4. If after focused supervision the employee's performance has not adequately improved, the supervisor, with approval of the Program Director, may provide oral counseling to the employee and inform her/him that failure to improve will lead to further disciplinary action.
5. If after continued supervision and oral counseling the employee's work performance has not adequately improved, a verbal reprimand may be completed by the supervisor. This verbal

reprimand should specify the problem areas and state a timeline for improving performance. Verbal reprimands are to be noted in the supervisor's employee supervision notes.

6. If after the verbal reprimand the employee's performance does not improve, s/he may be given a Written Warning, which will go into his/her personnel file for a period of time to be determined by the immediate supervisor. This Written Warning should specify the problem areas and state a timeline for improving performance. The employee will be given the opportunity to sign the Written Warning.
7. If performance does not improve following the Written Warning, the employee may be suspended without pay or terminated by the immediate supervisor with approval of the Program Director. Should an investigation of the issues and recommended disciplinary action be necessary, the investigation will be completed in writing by the Program Director or other designated individual.

An employee may be immediately suspended or terminated for fraud, misconduct, wrongdoing, neglect, unethical conduct, abuse or other illegal acts which are directly related to his/her position. Documentation of the reasons for the suspension will be completed when the employee is suspended. Employees may also be suspended while allegations of any of the above actions, founded or not, are investigated. In addition, since Seneca is an at-will employer, employees may be terminated at any time and without cause.

Suspension or termination may also occur in accordance with Chapter 5.5 of the Drug-Free Workplace Act of 1990 (see Drug-Free Workplace Policy).

If an employee feels that a Written Warning is unwarranted, s/he may appeal the Warning to his/her supervisor's supervisor. The appeal should be in written form and should specify the reason the employee feels the Warning is unjust. The employee can present oral arguments to the supervisor's supervisor as part of the appeal. The supervisor's supervisor will investigate the matter if necessary and make a determination.

---

## Drug-Free Workplace Policy

---

In compliance with Chapter 5.5 of the Drug-Free Workplace Act of 1990, Division 1 of Title 2 of the Government Code, Seneca Center is a drug-free workplace.

All employees and contractors are prohibited from being under the influence of and engaging in the unlawful manufacture, transfer, purchase, sale, distribution, dispensation, possession or use of a controlled substance, contraband or alcohol at:

- a) any of Seneca's sites (whether or not on duty)
- b) in any of Seneca's vehicles
- c) in any activity involving Seneca clients
- d) at any time while on duty or performing agency business (whether or not on Seneca's premises)

Legally prescribed medications are excluded from this policy and permitted only to the extent that the use of such medications does not adversely affect the individual's work ability, job performance or the safety of that individual or others.

This policy shall not be construed to prohibit the use of alcohol at social or business functions sponsored by Seneca where alcohol is served. However, employees and contractors must remember to conduct themselves appropriately at all times while at company-sponsored functions or while representing Seneca Center.

Any employee or contractor reasonably suspected to be in violation of the Drug-Free Workplace Act may be required to undergo drug-screening tests and may be immediately suspended. If, after investigation, it is determined that the employee or contractor is in violation, s/he may be immediately terminated. Each employee must sign a form indicating that s/he understands this policy. This form will be kept in the employee's Personnel File.



---

## Grievance Procedure

---

Seneca believes that each employee deserves to be heard. To that end, we have established procedures to ensure that when an employee has a grievance, all appropriate parties are involved in an effort to resolve the issue.

In the event that an employee has a grievance that s/he would like to have addressed, the following guidelines should be followed:

1. Discuss the grievance with his/her immediate supervisor in order to attempt to resolve the problem.
2. If this first step is unsuccessful, the employee may arrange a meeting with the appropriate Program Director. If desired, either party can request that the Human Resources Director be present at this meeting.
3. If the above steps do not result in some type of resolution, the employee may request a meeting which includes the Associate or Executive Director. The Human Resources Director may also be present.

If the employee can't or won't approach his/her immediate supervisor, s/he may talk to the Program Director or the Human Resources Director. These individuals will keep the contents of the conversation as confidential as possible; however, in order to help resolve the issue it may be necessary for them to talk to other people in the employee's management chain, including the immediate supervisor, Program Director, Executive Director, etc.

---

## Harassment

---

Seneca Center strives to provide an environment where all employees can work together comfortably and productively. Each individual has the right to work in a professional atmosphere that promotes equal opportunity and prohibits discriminatory practices, including sexual and other forms of prohibited harassment. Such prohibited harassment is unacceptable and will not be tolerated.

Seneca Center prohibits harassment of any of its employees, or by its employees, based on pregnancy, childbirth or related medical conditions, race, religious creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law, ordinance or regulation. Seneca's workplace is not limited to its facilities, but may also include client facilities, public schools, as well as anywhere an organization-related function is taking place.

Prohibited harassment may include, but is not limited to, any verbal, graphic or physical conduct that denigrates, shows hostility or aversion towards an individual or group because of the characteristics identified above. The intent of the behavior is irrelevant. Rather, this policy is violated when other employees, whether recipients or mere observers are, in fact, offended by the behavior.

---

## Unlawful Sexual Harassment

---

Since Seneca Center is committed to providing a work environment free of unlawful harassment, sexual harassment is a form of prohibited harassment that requires special mention.

Sexual harassment is defined as unwelcome sexual conduct of any nature that creates an offensive or hostile work environment or unwelcome sexual conduct that is made a condition of working at Seneca. Sexual harassment, like all other forms of prohibited harassment, will not be tolerated by Seneca.

Prohibited sexual harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors; and
- Retaliation for reporting or threatening to report harassment.

The agency's anti-harassment policy applies to all persons involved in the operation of Seneca Center. It prohibits unlawful harassment by any employee of the agency, including supervisors, coworkers and any other persons. It also prohibits unlawful harassment from any individual not employed by Seneca that is doing business with Seneca including any vendor, client or other agency-related contact. It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. As with all harassment, the intent of the behavior is irrelevant. This policy is violated when other employees, whether recipients or mere observers are, in fact, offended by the behavior.

Seneca strongly encourages all employees who have been harassed or who have witnessed harassment to report all incidents of prohibited harassment regardless of the identity of the offender. An employee who believes that he or she has been harassed should immediately report the incident to his or her supervisor, any other supervisor or directly to Human Resources.

You will be asked to provide details of the incident or incidents, names of individuals involved, and names of any witnesses. Supervisors must refer all harassment complaints to the Human Resources Director of Seneca Center. Any supervisor who witnesses or hears about conduct that may constitute harassment under this policy must immediately contact Human Resources. The agency will immediately undertake an effective, thorough, and objective investigation of the harassment allegations in a confidential manner.

If Seneca Center determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by the agency to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. An agency representative will advise all parties concerned of the results of the investigation. Seneca Center will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

---

## Overtime Policy

---

All Non-Exempt employees are eligible for overtime pay. Overtime compensation is paid for hours worked in excess of 40 per week. Double Time compensation is paid for hours worked in excess of 48 hours per week. Daily Double Time is paid for hours worked consecutively in excess of 16 hours per day. Seneca Center policies are in accordance with California Wage Order 5. Clerical Non-Exempt employees are eligible for daily overtime for hours worked over 8 in a work day, and double time for hours worked in excess of 12 in a work day.

### **ELIGIBILITY**

Only Non-Exempt employees are compensated for hours worked in excess of 40 per work week or 16 consecutive worked hours on any work day. "Work Week" is defined as the time period from Sunday 12:00am to Saturday 11:59pm. "Work Day" is defined as 12:00 am to 11:59 pm.

### **COMPENSATION**

Overtime hours are compensated at one and one-half (1 1/2) times the employee's regular hourly rate. Employees will be paid two (2) times their regular hourly rate of pay for hours worked in excess of 48 hours per week, 16 consecutive hours per day, and for hours worked on holidays.

### **AUTHORIZATION**

Because overtime creates a heavy financial burden on the Agency, authorization is important. The employee must have the prior authorization of his/her supervisor, the Administrator on-call or the Staffing Coordinator before working hours beyond his/her scheduled hours.

In those cases when prior authorization could not be obtained, the employee should call the overtime tracking voice mail. The employee should report their name, site worked, regular scheduled hours, actual hours worked, detailed reason for overtime and whether prior approval was given.

Unauthorized working of overtime hours may lead to disciplinary action, up to and including termination.

### **SUBMITTING OVERTIME FOR PAYMENT**

Once verbal authorization has been obtained and the overtime has been worked, the employee should fill out an Overtime Tracking Form and submit it to his/her supervisor for approval. The supervisor will then submit this form to Payroll. The employee should also record the overtime hours on his/her regular timesheet.

---

## Performance Evaluations

---

Seneca encourages employees to have regular one-on-one supervision meetings with their supervisors. In addition, formal written performance evaluations should be completed annually.

### **SUPERVISION MEETINGS**

Supervisors are expected to meet with their employees individually on a regular basis. This time should be used for the supervisor to give the employee feedback on his/her performance, set goals and expectations, and discuss any issues regarding the employee's work. Employees should use this time to clarify expectations, discuss any work-related issues or problems, etc.

### **SCHEDULED WRITTEN EVALUATIONS**

All Seneca staff may be evaluated annually, on or before the anniversary of their initial employment date.

In addition to providing feedback, written performance evaluations are utilized as the basis for determining pay increases and other employment-related issues.

Written performance evaluations may also be completed on an interim basis by supervisors, should the supervisor or employee desire.

### **PROMOTION AND TRANSFERS**

At the time of transfer or promotion, the employee's supervisor should complete a written evaluation. This evaluation will be kept in the personnel file and referred to at the time of the employee's next evaluation.

### **RELIEF STAFF EVALUATION**

Relief staff should be given written performance evaluations at the completion of each shift. This evaluation is completed by the shift supervisor and given to the Relief Counselor's direct supervisor. The supervisor then discusses the evaluation with the employee. The Relief Supervisor supervises each Relief Counselor according to the estimated average number of hours worked per week. In general, Relief Staff receive one hour of supervision per forty or more hours worked. A few times per year, all managers have a round table discussion about the work of the Relief staff.

---

## Personnel Records

---

Accurate employment records are maintained on current and terminated employees. Information contained in Personnel Files is kept confidential and is not released to unauthorized persons without written consent of the employee.

### ACCESS TO PERSONNEL RECORDS

In order to maintain the confidentiality of Personnel Records, access to these records is limited to the following Administrators:

- Executive Director
- Human Resources Director
- Human Resources Assistant
- Program Directors
- Financial Controller or Designee
- Workers' Compensation Administrator
- Managers and supervisors shall have access only to records of those employees under their direct supervision

Personnel Files must be signed out by authorized personnel in order to be removed from the Human Resources Office.

Employees who wish to see their Personnel Files should arrange to do this by appointment with the Human Resources Director or the Human Resources Assistant.

No information shall be removed from an employee's Personnel File without his/her supervisor's written consent.

### CONTENTS

Information contained in the Personnel File shall include, but not be limited to the following:

- A. Application for employment, including a full history of employee's previous work experience
- B. A signed statement confirming receipt and reading of employee's job description and the Seneca Personnel Policies
- C. Performance Evaluations
- D. Records of disciplinary actions
- E. References (when applicable)
- G. Required medical forms
- H. Licenses/Degrees/Transcripts/Certificates (when applicable)

- I. PINs (Personnel Information Notices)
- J. Records of Training
- K. Criminal Record Clearance
- L. Signed Seneca Center Drug-Free Workplace Form
- M. Proof of Insurance or signed Non-Use of Personal Vehicle Form
- N. Car Safety Inspection (when applicable)
- F. Termination Paperwork (when applicable)

### **EMPLOYMENT VERIFICATION**

The Human Resources Department will release dates of employment and position(s) held to external parties requesting verification of employment. No other information will be released without the employee's written consent. Managers and supervisors should not release *any* information without the employee's written consent.

---

## Maintaining Professional Relationships

---

Seneca Center is a professional agency. All employees are expected to act in a professional manner when at work, at any activity involving Seneca's clients and at any Seneca-sponsored event.

Supervisors should not initiate dating relationships with supervisees. Such relationships are discouraged. If a romantic relationship develops, the participants are expected to inform the Human Resources Director or the Executive Director so that arrangements can be made, if appropriate, for either a transfer (for either supervisor or supervisee) or alternate supervision for the employee.



---

## Promotions

---

Seneca Center is committed to the professional and career growth of our employees. In addition to providing training and encouraging transfers between programs, we believe that whenever possible, current employees should be considered for promotion before recruiting outside the Agency. No employee will be denied a promotion on the basis of race, color, national origin, marital status, disability, age, religion, political affiliation, gender, sexual orientation, or Vietnam Era Veteran status.

### **PROCESS**

An employee who has demonstrated superior performance and appropriate skills may be considered for promotion by his/her supervisor. The supervisor will submit his/her recommendation for promotion to the Program Director for approval.

The employee will be notified by his/her supervisor if such consideration is being given and will have the opportunity to accept or reject any promotion.

### **EVALUATION DATES**

Evaluations and salary reviews should be completed annually on the anniversary of the employee's date of promotion.

---

## Recording of Hours Worked

---

For payroll, legal and tracking purposes, all employees must fill out timesheets.

Timesheets should be completed daily and accurately. Employees must record hours worked each day, hours of Paid Time Off taken, holidays taken and any other type of time off taken. Failure to submit timesheet information correctly and by the predetermined deadline may result in pay being delayed until the next pay period.

### **OVERTIME HOURS**

Unscheduled/Overtime hours should be recorded on the usual timesheet, which must be approved by the employee's immediate supervisor before payment can be made. For more information on overtime, see the Overtime Policy.

---

## Resignation

---

Seneca Center believes that resignations should be handled in a manner which considers the needs of Agency clients and the community, which the Agency serves, as well as the needs of the employee.

### **GIVING NOTICE**

Employees are encouraged to provide their supervisors with at least four (4) weeks advance notice of resignation if possible. Giving maximum notice of intention to resign allows Seneca the opportunity to adjust to an employee's absence and to continue to provide high quality services. Giving more than four (4) weeks notice is certainly encouraged and is in no way grounds for early termination nor other punitive action.

Notice of resignation should be in written form and is to be given to the supervisor and to the Human Resources Director. Written notification of an employee's resignation will be maintained in the employee's Personnel File.

The employee should make an appointment with the Human Resources Director for an exit interview. During the exit interview the employee may sign separation paperwork and will receive his/her final check.

### **PROFESSIONALISM**

Failure to resign in a professional manner (i.e. failing to give notice or missing excessive amounts of work after notice is given) may affect future recommendations and the possibility for re-employment with Seneca.

---

## Salary Reviews

---

All Regular full-time and Regular part-time employees are eligible for annual salary reviews.

Salary reviews may be granted to an employee after completion of a written evaluation by the employee's supervisor. Completion of the evaluation is verified by the Human Resources Director. Employees are expected to have their Personnel File information current prior to receiving their raises. An employee's raise does not become effective until her/his Personnel File information is complete.

### **ELIGIBILITY DATES**

All Seneca staff are eligible for a salary review after one (1) year of employment. Staff who have been promoted will be eligible for a salary review on the anniversary of their promotion dates.

Staff who moves laterally from one program to another maintains the anniversary of their initial employment date as the date for salary reviews.

Relief staff are eligible for periodic salary reviews. Raises are granted based on merit and number of hours committed to Seneca per year.

### **UNPAID LEAVES**

If an employee is absent from Seneca for a period of longer than 30 consecutive days, any time away from work **beyond** 30 days will not be considered "employment" in determining the raise eligibility date. If the employee is away from work for 30 days or less, the raise eligibility date will not be affected.

Ex. 1) An administrative employee is hired June 5, 1995. He then takes a 90 day unpaid leave from October 5, 1995 to January 5, 1996. Since he was away from work for more than 30 days, his raise eligibility date will be extended by 60 days (90 days - 30 days = 60 days). He will therefore be eligible for a raise on August 5, 1996, rather than June 5, 1996. August 5 will be the employee's raise eligibility date for all future raises.

Ex. 2) An administrative employee is hired June 5, 1995. He then takes a 20 day unpaid leave from October 5, 1995 to October 25, 1995. Since he was away from work for less than 30 days, his raise eligibility date will not be affected by his unpaid leave. He will be eligible for a raise on June 5, 1996.

### **PROMOTIONS**

Employees who have been promoted are eligible for a salary review at the date of promotion. The promotion date becomes the annual salary review date.

---

## Security and Safety

---

In an effort to keep our workplace as safe and secure as possible for our staff, we have established procedures for using the sites after hours.

### OPEN HOURS FOR DAY TREATMENT SITES

#### SAN LEANDRO

Monday - Friday: 7:30 am - 9:00 pm  
Saturday, Sunday: 9:00 am - 4:00 pm

#### FREMONT

Monday - Friday: 8:00 am - 4:30 pm  
Closed Weekends

### AFTER HOURS PROCEDURES

For security and safety reasons, we strongly discourage employees from being at the school sites after hours. If an employee absolutely must work at the site before or after the open hours, s/he must follow these procedures:

- 1) Obtain prior approval from the Program Director. The Program Director will let the maintenance staff know that the employee has permission to stay beyond the normal working hours.
- 2) San Leandro Site: Move your car from the upper lot to the lower lot before 7:00 pm. The upper parking lot gate is locked by the maintenance staff at 7:00 pm. Anyone who leaves his/her car in this lot after 7:00 pm must lock the gate upon leaving.
- 3) Set the alarm system before leaving campus.
- 4) Lock the front entrance gate (or the upper lot gate if applicable).

### PRECAUTIONS TO TAKE WHILE WORKING

Whether employees are here during regular business hours or after hours, they should always take precautions to ensure their safety and security.

- 1) Lock valuables in a safe place.
- 2) Do not leave drawers open or leave other potential hazards lying around.
- 3) Be sure to lock all office areas you have used prior to leaving campus.
- 4) If you see someone who is unfamiliar to you, approach him/her and ask if you can be of assistance. This will discourage people from coming onto our campus who do not belong.
- 5) When working after hours, lock your door.
- 6) Be aware of who else is on campus, and let someone know when you leave.
- 7) Always be alert to your surroundings.

---

## Staff Development

---

Seneca is committed to the professional skill development of our employees. To this end, all staff who works directly with our clients are required to attend regularly scheduled trainings, unless otherwise informed by their supervisors. Certain trainings are designed for all Seneca employees.

### REQUIRED TRAINING FOR DIRECT CARE STAFF

#### INITIAL TRAINING

- First Aid (8 hours)
- Orientation (6 hours)
- PART (16 hours)
- Behavior Management/Counseling Skills (16 hours)
- Safety Training/Abuse Reporting, Detection and Treatment Planning (8 hours)

#### ONGOING TRAINING

- Behavior Management Techniques
- Crisis Management including Professional Assault Response Training (PART)
- Emergency and Safety Procedures
- Administrative Procedures and Program Goals
- Community Services and Resources for Children
- Counseling Skills
- Legal Issues
- Child Development
- Treatment Planning
- Sexual Harassment
- Cultural Diversity

### TRAINING RECORDS

Records of attendance at in-services and other training are located in the Agency Training Logs and in each employee's Personnel File.

In addition to these in-services, Seneca Center promotes staff development in the area of additional formal education (see Conference Attendance Policy and Educational Benefits and Scholarships Policy). Seneca Center may be able to adjust schedules for those staff wishing to return to school. These adjustments must be approved by the Associate or Executive Director.

---

## Substitute Teacher Policy

---

This policy has been established to ensure coverage on days when teachers are absent. According to Article Four, Section 56062 of the Education Code of California, a hierarchy of credentials will be followed in determining the most qualified substitute teacher.

### **HIERARCHY OF CREDENTIALS**

- A. A substitute teacher with the appropriate special education credential or credentials (LH, SH)
- B. A substitute teacher with any other special education credential or credentials
- C. A substitute teacher with a regular credential
- D. A substitute teacher with a substitute credential
- E. A Seneca staff member with an Emergency Teaching Credential
- F. A student teacher or practicum student assigned to the classroom
- G. A Seneca staff member

### **OTHER REQUIREMENTS**

Each substitute teacher must have the following documents in his/her Personnel File:

- 1. All credentials including a fingerprint clearance
- 2. Resume
- 3. Signed Confidentiality Agreement
- 4. Personal Information Form
- 5. Current TB test
- 6. Registered credential with the Alameda County Office of Education
- 7. Completed application

### **RATE OF PAY**

Rate of pay for a substitute teacher will be determined by the Day Treatment Director. Substitute teachers will be paid for a minimum of 2-1/2 hours pay per day. Each substitute must fill out an hourly time report (one form per pay period) for each day worked and place report in file as specified by the Day Treatment Director. This allows Seneca to keep track of all substitute hours worked.

All employees working as substitute teachers need to sign timesheets at the site at which they are substituting.

### **SCHEDULING A SUBSTITUTE**

Teachers are to notify the Day Treatment Director as soon as they know a substitute will be needed. The Day Treatment Director is responsible for arranging a substitute. The Day Treatment Director should also notify the Staffing Coordinator and Core Supervisor of a teacher's absence, so they can arrange for sufficient classroom coverage.

Substitutes will receive a curriculum plan, information on each student, a class schedule and any academic plans.

---

## Training Stipends

---

Individuals conducting training of any kind which is performed in addition to working a full schedule in a non-training or non-management position are entitled to a training stipend.

### **QUALIFIED TRAININGS**

Any type of training (PART, Foster Care, etc.) qualifies for the stipend as long as it is in addition to a fully performed regular schedule of work. Regular schedules may be Full or Part Time.

### **TRAINER LEVELS**

Individuals who have shown the ability to train as a primary leader will be designated as Senior Trainers. This evaluation will be done by the Director of Staff Training and will be based on the employee's ability to set up training, prepare all materials, present all material extemporaneously, use feedback effectively and handle problems within the trainee group as they arise.

### **RECORDING HOURS**

All trainers will record their hours on the Director of Staff Training's timesheet. The Director of Staff Training will designate the appropriate level of stipend upon approving the timesheet.

### **NON-EXEMPT EMPLOYEES**

Rather than a training stipend, if overtime is incurred by a non-exempt employee when leading a training. It will be paid at time-and-one-half of the employee's regular rate.



---

## Worker's Compensation

---

Seneca Center makes every effort to maintain a safe and healthy work environment for its employees. All staff are encouraged to maintain an awareness of safety issues and report unsafe conditions to Program Directors. Employees are also encouraged to share their safety concerns with each other in order to reduce the number of job-related injuries.

In the event that an injury to an employee does occur, Seneca Center maintains a Workers' Compensation Insurance policy which is used for injuries deemed to be job-related.

### PROCEDURE

When any injury occurs on the job, the following steps must be followed in compliance with the insurance policy guidelines and requirements:

#### **Instructions to the injured:**

1. Apply the necessary first aid to stabilize the condition.
2. Inform the supervisor/On-Call Administrator if a replacement is needed to enable the injured employee to visit the hospital or clinic.

During off-hours, the On-Call Administrator will take the necessary steps to ensure that proper coverage is obtained and that these guidelines are followed. A determination is made by the On-Call Administrator/Supervisor as to how the injured person will be transported to the hospital. The On-Call Administrator/Supervisor will then contact the Workers' Compensation Administrator (currently the Staffing Coordinator) during regular office hours. The Workers' Compensation Administrator will then report the injury to the appropriate department director or supervisor.

**Emergency/Non-Emergency:** In the event of an emergency at the San Leandro site, Hayward site or the group homes, employees should be taken to the San Leandro Hospital. In a non-emergency situation, employees should go to the Advantage Clinic. In the event of an emergency at the Fremont site, employees should be taken to Washington Hospital. If a non-emergency injury occurs, then employees should go to Fremont Urgent Care. For any site, employees may be taken to a hospital of their preference if this is noted in the employee's file *prior to* the injury occurring.

3. Notify Staffing Coordinator, Program Director, and/or Human Resources Director immediately.
4. The Workers' Compensation Administrator/Human Resources office will prepare the necessary paperwork for the hospital or clinic. Employees needing to visit the Emergency Room will be accompanied by an Agency representative, if deemed necessary by the Program Director/On-Call Administrator/Human Resources Department.
5. If it is determined that the injury is not serious but the individual does need to see a doctor, the employee should be sent to the industrial clinic or to his/her pre-appointed physician. The employee must be given the "Employee's Claim for Workers' Compensation Benefits" within 24 hours of notifying the Workers' Compensation Administrator of the injury. These forms are available in the Human Resources

Office and from the Workers' Compensation Administrator.

**Notification Process:**

1. The Workers' Compensation Administrator will notify the Program Director and supervisor of the injured employee's status and will forward copies of the doctor's reports to the Program Director, if requested.
2. The employee or Workers' Compensation Administrator will keep the Program Director informed of the employee's status based on the doctor's reports.
3. Employee or person to whom injury is reported should fill out an Incident Report.

**Light Duty Assignments:**

1. If light duty is assigned by the doctor, the Program Director will instruct as to whom and where the injured employee is to report on the effective date for the initial light duty assignment. This initial light duty placement will be determined by the Workers' Compensation Administrator in consultation with the Program Director.

Note: Every effort will be made to comply with the injured employee's standard weekly schedule. However, the specific hours may vary.

2. If the injury or illness prevents the employee from returning to the same job, vocational rehabilitation may be available.

**COMPENSATION**

Injured employees unable to work will be compensated as follows:

Day 1: Full pay, paid by employer

Day 2: Full pay, paid by employer

Day 3: Full pay, paid by employer

Beyond: 2/3 wage, paid by carrier

Note: If an injured employee is hospitalized or unable to work for more than 14 days, the Workers' Compensation Insurance carrier will pay from Day 1.

If the employee returns to his/her regular job or is assigned to modified duty but remains under a doctor's care, the time away from work for doctors' visits will be paid by the employer and will not be taken out of the employee's sick or compensated leave time.

**PERMANENT DISABILITY**

If the injury or illness results in a permanent disability, permanent disability payments will be arranged by the Workers' Compensation Insurance carrier.

**DEATH BENEFITS**

If a work-related injury results in death, a benefit will be paid by the Workers' Compensation Insurance carrier to the surviving dependents.

**APPENDIX Ia-**  
**Seneca Center Bylaws**

*Bylaws of*  
*Seneca Center for Children*  
*A California Nonprofit Public Benefit Corporation*

**Article 1. Officers**

**Section 1. Principal Office**

The principal office of the corporation for the transaction of its business is located in Alameda County, California.

**Section 2. Change of Address**

The county of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws.

\_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_

**Section 3. Other Offices**

The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the Board of Directors may, from time to time designate.

**Article 2. Purpose**

**Section 1. Objectives and Purposes**

This corporation is founded in the belief that children will respond favorably to a professionally-designed experience in living and education which, while being sensitive to individual needs and capacities, would offer all the qualities currently believed to be therapeutic, i.e., warm, nurturing, healthful environment.

**Article 3. Members**

**Section 1. Determination of Members**

This corporation shall make no provisions for members, however, pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the Articles of Incorporation or Bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors.

## Article 4. Directors

### Section 1. Number

The existing provision is hereby repealed and replaced with the following:

The corporation shall have at least three (3) directors and not more than nine (9) directors, and collectively they shall be known as the Board of Directors. The exact number shall be set by approval of the Board; however, if the Corporation admits members, then such number shall be subject to approval by the members of the Corporation.

### Section 2. Powers

Subject to the provisions of the California Nonprofit Public Benefit Corporation Law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

### Section 3. Duties

It shall be the duty of the Directors to:

- a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws.
- b) Appoint and remove, employ and discharge, and except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation.
- c) Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly.
- d) Meet at such times and places as required by these Bylaws.
- e) Register their addresses with the Secretary of the corporation.

### Section 4. Terms of Office

Each Director shall hold office until the next annual meeting for election of the Board of Directors as specified in these Bylaws, and until his or her successor is elected and qualifies.

### Section 5. Compensation

Directors shall serve without compensation except that they shall be allowed and paid their actual and necessary expenses incurred in attending Directors meetings. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in section 3 of this Article. Directors may not be compensated for rendering services to the corporation in any capacity other than Director unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this Article.

**Section 6. Restriction Regarding Interested Directors**

Notwithstanding any other provision of these Bylaws, not more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. For purposes of this Section, "interested persons" means either:

- a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; or
- b) Any brother, sister, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law or any such person.

**Section 7. Place of Meetings**

Meetings shall be held at the principal office of the corporation unless otherwise provided by the Board or at such place within or without the State of California which has been designated from time to time by resolution of the Board of Directors. In the absence of such designation, any meeting not held at the principal office of the corporation shall be valid only if held on the written consent of all Directors given either before or after the meeting and filed with the Secretary of the corporation or after all Board members have been given written notice of the meeting as hereinafter provided for special meetings of the Board. Any meeting, may be held by conference telephone or similar communications equipment, so long as all Directors participating in such a meeting can hear one another.

**Section 8. Annual Meetings**

Annual meetings of Directors shall be held on the second Wednesday in March of each year, at 7:00 p.m., unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day, or any other date previously approved by the Board of Directors.

At the annual meeting, Directors shall be elected by the Board of Directors. Cumulative voting for the election of Directors shall not be permitted. The candidates receiving the highest number of votes up to the number of Directors to be elected shall be elected. Each Director shall cast one vote, with voting being by ballot only.

**Section 9. Special Meetings**

Special meetings of the Board of Directors may be called by the Chairman of the Board, the President, the Vice-President, the Secretary, or by any two Directors, and such meetings shall be held by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

**Section 10. Notice of Meetings**

Annual meetings of the Board may be held without notice. Special meetings of the Board shall be held upon four (4) days notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone, including a voice messaging system or other system or technology designed to record and communicate messages, facsimile, electronic mail, other electronic means, or telegraph. If notice is given other than personally or by telephone, then it shall be deemed to have been delivered upon its deposit in the mails, delivery to a telegraph company, or transmission electronically or by other means previously specified. Any mailed notice shall be addressed to each director to his or her address as shown on the books of the Corporation. Notice of the time and place of holding an adjourned meetings need not be given to absent Directors if the time and place of the adjourned meeting is held no more than twenty-four (24)

hours from the time of the original meeting. Notice shall be given of any adjourned meeting to Directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

**Section 11. Contents of Notice**

Notice of meetings not herein dispensed with shall specify the place, day, and hour of the meeting. The purpose of any Board meeting need not be specified in the notice.

**Section 12. Waiver of Notice and Consent to Hold Meetings**

The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum as hereinafter defined is present and provided that either before or after the meeting each Director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals, shall be filed with the corporate records or made a part of the minutes of the meeting.

**Section 13. Quorum for Meetings**

A quorum shall consist of a majority of the Board of Directors.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum, as hereafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the Directors present at such meeting may adjourn from time to time until the time fixed for the next meeting of the Board.

When a meeting is adjourned for lack of quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The Directors present at a duly called meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of Directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation.

**Section 14. Majority Action As Board Action**

Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this corporation, or provision of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts of transactions in which a Director has material financial interest (Section 5233) and indemnification of Directors (Section 5238e), require a greater percentage of different voting rules for approval of a matter by the Board.

**Section 15. Conduct of Meetings**

Meetings of the Board of Directors shall be presided over by the Chairman of the Board, or, if no such person has been designated or, in his or her absence, by the Vice-President of the corporation or, in the absence of each of these persons, by a Chairman chosen by a majority of the Directors present at the meeting. The Secretary of the corporation shall act as Secretary of all meetings of the Board, provided that in his or her absence, the presiding officer shall appoint another person to act as Secretary of the meeting.

Meetings shall be governed by Roberts' Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

**Section 16. Action By Unanimous Written Consent Without Meeting**

Any action required or permitted to be taken by the Board of Directors under any provision of law may be taken without a meeting, if all members of the Board shall individually or collectively consent in writing to such action. For the purposes of this section only, "all members of the Board" shall not include any "interested Director" as defined in Section 5233 of the California Nonprofit Public Benefit Corporation Law. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of the Directors. Any certificate or other document filed under any provision of the law which relates to action so taken shall state that the action was taken by unanimous written consent of the Board of Directors without a meeting and that the Bylaws of this corporation authorized the Directors to so act, and such statement shall be prima facie evidence of such authority.

**Section 17. Vacancies**

Vacancies of the Board of Directors shall exist (1) on the death, resignation or removal of any Director, and (2) whenever the number of authorized Directors is increased.

The board of Directors may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order of judgement of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

The Board of Directors may declare vacant the office of a Director who has missed two or more Board meetings.

If this corporation has any members, than, if the corporation has less than fifty (50) members, Directors may be removed without cause by a majority of all members, or, if the corporation has fifty (50) or more members, by vote or a majority of the votes represented at a membership meeting at which a quorum is present.

If this corporation has no members, Directors may be removed without cause by a majority of the Directors then in office.

Any Director may resign effective upon giving written notice to the Chairman of the Board, President, the Secretary or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would then be left without a duly elected Director of Directors in Charge of its affairs, except upon notice to the Attorney General.

Vacancies on the Board may be filled by a majority of Directors then in office, whether or not less than a quorum, or by a sole remaining Director. If this corporation has members, however, vacancies created by the removal of a Director may be filled only by the approval of the members. The members, if any, of this corporation may elect a Director at any time to fill any vacancy not filled by the Directors.

A person elected to fill a vacancy as provided in this Section shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.



**Section 18. Non-Liability of Directors**

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

**Section 19. Indemnification By Corporation or Directors, Officers, Employees and Other Agents**

To the extent that a person, who is, or was, a Director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgement against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgement against him or her, then indemnification against expenses, judgements, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by and in accordance with the requirements of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

**Section 20. Insurance for Corporate Agents**

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a Director, officer, employee or other agent of the corporation) against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

**Article 5. Officers**

**Section 1. Number of Officers**

The officers of this corporation shall be a President, a Secretary and a chief financial officer who shall be designated the Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairman of the Board, one or more Vice-Presidents, Assistant Secretaries, Assistant Treasurers, or other officers. Any number of officers may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairman of the Board.

**Section 2. Qualification, Election and Term of Office**

Any person may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

**Section 3. Subordinate Officers**

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform, such duties as may be prescribed from time to time by the Board of Directors.

**Section 4. Removal and Resignation**

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or

Secretary of the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by conflicting terms or a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

**Section 5. Vacancies**

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of the officers appointed at the discretion of the Board may or may not be filled as the Board shall determine.

**Section 6. Compensation**

The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors, and no officer shall be prevented from receiving such salary by reason of the fact that the or she is also a Director of the corporation, provided, however, that such compensation paid a Director for serving as an officer of this corporation shall only be allowed if permitted under the provisions of Article 4, section 6, of these Bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered the corporation which relate to the performance of the charitable or public purposes of this corporation.

**Article 6. Committees**

**Section 1. Executive Committee**

The Board of Directors may, by a majority vote of Directors then in office, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs of the business and affairs of the corporation, except with respect to:

- a) The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all of the members.
- b) The filling of vacancies on the Board or on any committee which has the authority of the Board.
- c) The fixing of compensation of the Directors for serving on the Board or on any committee.
- d) The amendment or repeal of Bylaws or the adoption of new Bylaws.
- e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable.
- f) The appointment of committees of the Board or the members, thereof.
- g) The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected.
- h) The approval of any transaction to which this corporation is a party and which one or more of the Directors has a material financial interest, except as expressly provided in Section 5233 (d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the Board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) of the number of its members, and fill vacancies therein from the members of the Board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the Board from time to time as the Board may require.

No more than one "interested person" (as defined in Article 4, Section 6) may serve as a member of the Executive Committee.

**Section 2. Other Committees**

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. Such other committees may consist of persons who are not also members of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as "advisory" committees.

**Section 3. Meetings and Action of Committees**

Meetings and actions of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

**Article 7. Execution of Instruments, Deposits, and Funds**

**Section 1. Execution of Instruments**

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent or the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

**Section 2. Gifts**

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

**Article 8. Corporate Records, Reports and Seal**

**Section 1. Maintenance of Corporate Records**

The corporation shall keep at its principal office in the State of California:

Minutes of all meetings of Directors, committees of the Board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof.

**Section 2. Directors' Inspection Rights**

Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

**Article 9. Fiscal Year**

**Section 1. Fiscal Year of the Corporation**

This provision is repealed.

**Article 10. Bylaws**

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted as follows:

- a) subject to the power of the members, if any, to change or repeal these Bylaws under Section 5150 of the Corporations Code, by approval of the Board of Directors unless the Bylaws amendment would materially and adversely affect the rights of members, if any, as to voting or transfer, provided, however, if this corporation has admitted any member, then a Bylaw specifying or changing the fixed number of Directors, or changing from a fixed to variable Board or vice versa, may not be adopted, amended; or repealed except as provided in subparagraph (b) of this section; or
- b) by approval of the members, if any, of this corporation.

**Article 11. Amendment of Articles**

**Section 1. Amendment of Articles Before Admission of Members**

Before any members have been admitted to the corporation, any amendment of the Articles of Incorporation may be adopted by approval of the Board of Directors.

**Section 2. Amendment of Articles After Admission of Members**

After members, if any, have been admitted to the corporation, amendment of the Articles of Incorporation may be adopted by the approval of the Board of Directors and by the approval of the members of this corporation.

**Section 3. Certain Amendments**

Notwithstanding the above Sections of this Article, this corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation as to the names and addresses of the first Directors of this corporation nor the name and address of its initial agent, except to correct an error in such statement or to delete either statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

**Article 12. Prohibition Against Sharing Corporate Profits and Assets**

**Sections 1. Prohibition Against Sharing Corporate Profits and Assets**

No member, Director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the new earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person or reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, then remaining in the hands of the Board of Directors, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

**APPENDIX 1b-**  
**Seneca Center Non Profit Status Letter**



Department of the Treasury  
Internal Revenue Service

P.O. Box 2508  
Cincinnati OH 45201

In reply refer to: 0248459781  
July 29, 2008 LTR 4168C E0  
94-2971761 000000 00 000  
00016152  
BODC: TE

SENECA RESIDENTIAL AND DAY  
TREATMENT CENTER FOR CHILDREN  
2275 ARLINGTON DR  
SAN LEANDRO CA 94578-1132758

9403

Employer Identification Number: 94-2971761  
Person to Contact: MS. WINKLER  
Toll Free Telephone Number: 1-877-829-5500

Dear TAXPAYER:

This is in response to your request of July 18, 2008, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in SEPTEMBER 1985, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

*Michele M. Sullivan*

Michele M. Sullivan, Oper. Mgr.  
Accounts Management Operations I

**APPENDIX Ic-**  
**Seneca Center Articles of Incorporation**



1275342

**ENDORSED  
FILED**  
In the office of the Secretary of State  
of the State of California

**MAY 13 1985**

MARCH FONG EU, Secretary of State

Phyllis E. Giaggi  
Deputy

**ARTICLES OF INCORPORATION**

**OF**

**SENECA RESIDENTIAL AND DAY TREATMENT CENTER FOR CHILDREN**

**I**

The name of this corporation is SENECA RESIDENTIAL AND DAY TREATMENT CENTER FOR CHILDREN.

**II**

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purpose of this corporation is to provide residential and day care and treatment to learning disabled, severely emotionally disturbed, abused, neglected or delinquent children.

**III**

The name and address in the State of California of this corporation's initial agent for service of process is: KENNETH BERRICK, 1316 Ordway Street, Berkeley, CA 94702.

**IV**


A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.


V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

DATED: 5/11/85

  
\_\_\_\_\_  
KENNETH BERRICK

I hereby declare that I am the person who executed the foregoing Articles of Incorporation, which execution is my act and deed.

  
\_\_\_\_\_  
KENNETH BERRICK

**APPENDIX J-**  
**Financial Documents**

Seneca Center Charter School Budget Worksheet Projected Assumptions		Year One	Year Two	Year Three
<b>Enrollment Assumptions</b>				
K-3			-	-
Grades 4-6		54	54	54
Grades 7-8			36	72
Grades 9-10				
Grades 11-12				
<b>Total Enrollment</b>		54	90	126
Total Attendance @	92%	50	83	116
Eligible for Day Treatment	60%	30	50	70
<b>Revenue Assumptions</b>				
<b>General Purpose Entitlement Block Grant</b>				
K-3	5,092		-	-
Grades 4-6	5,165	256,597	261,729	264,295
Grades 7-8	5,305		179,216	361,945
Grades 9-10	6,116			
Grades 11-12	6,116			
<b>Total Block Grant Revenue</b>		<b>256,597</b>	<b>440,945</b>	<b>626,240</b>
<b>Federal/State Revenue</b>				
No Child Left Behind				
CDE PCS Grant				
EESA Math and Science				
Child Nutrition				
Other Federal				
Categorical Block Grant	400	19,872	33,120	46,368
Special Education - State				
State Lottery	121		6,011	10,019
EIA	318	15,798	26,330	36,863
Other State				
<b>Total State and Federal Revenue</b>		<b>35,670</b>	<b>65,462</b>	<b>93,249</b>
<b>Other Local Revenue</b>				
Transfers from Sponsoring LEA				
All Other Local Revenues (Rehab Day Tx)	27,000	804,816	1,341,360	1,877,904
<b>Total Local Revenue</b>		<b>804,816</b>	<b>1,341,360</b>	<b>1,877,904</b>
<b>Total Revenue</b>		<b>1,097,083</b>	<b>1,847,766</b>	<b>2,597,394</b>

Seneca Center Charter School Budget Worksheet Projected Assumptions		Year One	Year Two	Year Three
<b>Enrollment Assumptions</b>				
K-3				
Grades 4-6		54	54	54
Grades 7-8			36	72
Grades 9-10		-	-	-
Grades 11-12		-	-	-
<b>Total Enrollment</b>		54	90	126
	<b>Total Attendance @ 92%</b>	50	83	116
	<b>Eligible for Day Treatment @ 60%</b>	30	50	70
<b>Number of Classrooms</b>		3	5	7
<b>Revenue Summary</b>		<b>1,097,083</b>	<b>1,847,766</b>	<b>2,597,394</b>
<b>Expense</b>		<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
<b>Payroll</b>				
Principal		1.00 90,000	1.00 92,700	1.00 95,481
Teacher		3.00 165,000	5.00 283,250	7.00 408,447
Substitute Teacher (3% of Teacher)		0.09 14,850	0.15 25,493	0.21 36,760
Clinician		3.24 145,800	5.40 250,290	7.56 367,926
Clinical Supervisor		1.00 75,000	1.00 77,250	1.00 79,568
Classroom Support/MHA		3.00 99,840	6.00 199,680	8.00 266,240
Administrative Assistant		0.50 17,500	1.00 36,050	1.00 37,132
Maintenance		1.00 SC Contribution	1.00 47,250	1.00 48,668
<b>Total Payroll Expense</b>		<b>12.83 607,990</b>	<b>20.55 1,011,963</b>	<b>1,340,220</b>
	<b>Benefits @ 30%</b>	182,397	303,589	402,066
<b>Total Salary Expense</b>		<b>790,387</b>	<b>1,315,551</b>	<b>1,742,287</b>
<b>Operations</b>				
<b>Contract Services</b>				
Psychiatric Consultation		9,600	16,000	26,667
Speech and Language		4,000	6,667	11,111
Curriculum Consultation/Coaching		30,000	50,000	70,000
<b>Total Contract Services</b>		<b>43,600</b>	<b>72,667</b>	<b>107,778</b>
<b>Program Support</b>				
Office Supplies		3,600	6,000	8,400
Telephone		10,098	16,830	23,562
Mileage Reimbursement		5,000	8,333	11,667
Training and Development		10,000	16,667	23,333
Staff Recruitment		5,000	8,333	11,667
District Oversight @1%		2,765	4,741	6,726
<b>Total Program Support</b>		<b>36,463</b>	<b>60,904</b>	<b>85,355</b>
<b>Occupancy</b>				
Utilities		9,600	9,000	9,000
Building and Maintenance		12,000	15,000	18,000
Expendable Equipment		3,600	6,000	15,000
Equipment Lease		6,000	6,000	12,000
Depreciation Expense				
<b>Total Equipment</b>		<b>31,200</b>	<b>36,000</b>	<b>54,000</b>
<b>Student Related</b>				
Curriculum		20,000	33,333	46,667
Classroom Supplies		3,000	5,000	7,000
Special Events		6,000	10,000	14,000
Treatment Supplies		-	-	-
Classroom/Student Computers		8,000	13,333	18,667
<b>Total Student Related</b>		<b>37,000</b>	<b>61,667</b>	<b>86,333</b>
<b>Total Operations</b>		<b>148,263</b>	<b>231,237</b>	<b>333,466</b>
<b>Total Direct Payroll</b>		<b>790,387</b>	<b>1,315,551</b>	<b>1,742,287</b>
<b>Total Direct Expense</b>		<b>938,650</b>	<b>1,546,789</b>	<b>2,075,752</b>
	<b>Allocable Administrative Cost @ 12%</b>	112,638	185,615	249,090
<b>Total Expense</b>		<b>1,051,288</b>	<b>1,732,403</b>	<b>2,324,843</b>
<b>Net Position</b>		<b>45,796</b>	<b>115,363</b>	<b>272,551</b>