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APPENDIX A

1. TEACHING STAFF WORKING DAY

1.1. Definitions

1.1.1. *Regular School Day*

1.1.1.1. A regular school day is defined as a full day of instruction on the regular schedule.

1.1.2. *Minimum Day*

1.1.2.1. A minimum day is defined as a reduction in student contact minutes with no change to the length of the employees' workday. On minimum days, school site employees are required to remain on campus for the entire workday. In addition to a traditional minimum day schedule, a minimum day may also consist of a finals schedule or block schedule.

1.1.2.2. Meetings on minimum days shall begin no sooner than forty-five (45) minutes after student dismissal when teacher lunch occurs after student dismissal. When teacher lunch occurs within the student day, meetings shall begin no sooner than fifteen (15) minutes after student dismissal.

1.1.3. *Modified Day*

1.1.3.1. A modified day is defined as a reduction in student contact minutes; however, the length of the employees' workday is split, and they must return to work to complete their contract workday.

1.1.3.2. Modified Days

1.1.3.2.1. Back to School Night

1.1.3.2.1.1. On the days of "Back to School Night" activities, a modified day shall be provided for all school site employees. All employees are required to return for evening "Back to School Night" activities to complete their workday

1.1.3.2.2. High School Graduation

1.1.3.2.2.1. On the day of the graduation ceremony for each respective high school, a modified day shall be provided for all high school employees. All high school employees are required to return for the evening graduation ceremony to complete their workday.

1.1.4. *Shortened Day*

1.1.4.1. A shortened day is defined as a weekly reduction in student contact minutes with no change to the length of the employees' workday.

1.1.5. *Length of Day*

1.1.5.1. Classroom Teachers

- 1.1.5.1.1. The length of duty day for teaching employees shall be eight (8) hours. The duty day includes a duty-free lunch which shall be of a minimum of thirty (30) minutes duration. Within the length of the duty day, teachers shall provide for adequate and reasonable time before and after school for meetings with students and parents.
- 1.1.5.1.2. Working hours are 8:00 am-4:00pm
- 1.1.5.1.3. Attendance is required at no more than four (4) mandatory meetings in one month. No more than one meeting per week shall be required by the site administrator(s) except as follows:
 - 1.1.5.1.3.1. Meetings which are pursuant to state law or those required by categorically funded programs;
 - 1.1.5.1.3.2. Meetings that address individual student discipline, complaints, or academic concerns/progress (including IEP and/or Intervention Support Team meetings) may be held during the hours of instruction. During the regular school year, every effort shall be made to hold IEPs on student attendance days;
 - 1.1.5.1.3.3. Meetings to address emergency situations such as student or civil unrest, criminal activity, or other serious events of the same magnitude;
 - 1.1.5.1.3.4. Meetings resulting from duties voluntarily undertaken or compensated by the employee.
- 1.1.6. *New Teachers*
 - 1.1.6.1. Teachers new to TGS may work up to three (3) additional days during their first year of employment if they are hired prior to the first day of required duty. The additional days of work shall be orientation days assigned at the discretion of TGS and will be compensated at each new teacher's per diem rate of pay.
- 1.1.7. *Non-Teaching Employees*
 - 1.1.7.1. The length of the duty day for non-teaching employees shall be up to eight (8) hours including lunch which shall be of a minimum of thirty (30) minutes duration.
 - 1.1.7.2. In the event that non-teaching employees are required to attend to school business beyond their workday, commensurate compensatory time or pay shall be preapproved and arranged by mutual agreement of the employee and the supervisor/principal.

2. TEACHING ASSIGNMENT

2.1. General Education Teachers

- 2.1.1. Teachers shall teach a maximum of 3 different classes (not including non-core classes during period 7 and 8) within either 5 class periods per school day (with a prep period) OR 6 class periods per school day (with prep time during period 7 or 8).
- 2.1.2. If there is a specific need for a teacher to teach 4 different course types, compensation will be in the form of time or a stipend.
- 2.1.3. Duties
As a part of their regular, contractual duties, all general education teachers are required to do the following:
 - 2.1.3.1. Create, plan and deliver curriculum utilizing the Grove 6 year Curriculum Map for the relevant subject(s), which reflects Montessori education adolescent level philosophy, equitable practices frameworks, and a logical progression of current state standards.
 - 2.1.3.2. Plan, provide, and evaluate equitable grade level classroom instruction.
 - 2.1.3.3. Advise and attend Winterim / CAWE, a weeklong student led experience.
 - 2.1.3.4. Serve as a Mentor- providing academic, social, emotional support- for a group of students during Mentoring period and mentoring related events, like student led conferences.
 - 2.1.3.5. Serve as a mini-course elective teacher for periods 7 and/or 8, supporting the creative, physical and/or self-expression elements of our schoolwide program and within the constraints of the teacher's subject certification.
 - 2.1.3.6. Work within and across departments to plan interdisciplinary curriculum
 - 2.1.3.7. Implement SST, 504 and IEP accommodations and modifications and attend student support meetings as needed.
 - 2.1.3.8. Support the planning, advising, and chaperoning of field trips
 - 2.1.3.9. Maintain communication of student progress between administration, staff, faculty, parent/guardians and students through the online grading system, email and phone calls.
 - 2.1.3.10. Grade student work within one week of due date, and keep the student information system up to date.
 - 2.1.3.11. Complete quarterly and semester grades on time.
 - 2.1.3.12. Support students in facilitating their student led conferences with parents/guardians.
 - 2.1.3.13. Collaborate with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues.
 - 2.1.3.14. Respond to inquiries from students' parents or guardians regarding instructional program and student progress
 - 2.1.3.15. Administer curriculum based assessments, and skill or subject diagnostics etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

- 2.1.3.16. Attend all staff meetings and any necessary committee or work-group meetings as elected or assigned by an administrator.

2.2. Special Education Teachers

2.2.1. Direct Services

- 2.2.1.1. Special education teachers shall provide at least three (3) hours daily of push-in/pull-out, co-teaching, and/or direct services/student contact hours for special education students.

2.2.2. Staff Supervision

- 2.2.2.1. Special education teachers shall serve as the direct supervisor for paraprofessional staff supporting special education students
 - 2.2.2.1.1. Supervision responsibilities will be divided equally between special education teachers
 - 2.2.2.1.2. To reflect this responsibility, the special education teacher salary will be calculated at 1.15% of the appropriate placement on the certificated teacher salary.

2.2.3. Meetings and Preparation

- 2.2.3.1. Excluding IEP meetings, special education teachers shall have no more than two (2) hours per day of non-classroom based time for IEP management and student assessment.
- 2.2.3.2. Special education teachers shall have no more than two (2) hours per week for paraprofessional supervision responsibilities including observations, coaching, scheduling, reporting, and evaluation.
- 2.2.3.3. Attend all staff meetings and any necessary committee or work-group meetings as elected or assigned by an administrator.

2.2.4. Duties

As a part of their regular, contractual duties, special education teachers are required to do the following:

- 2.2.4.1. Create a weekly schedule to see students on their caseload in their general education classes that meets the required minutes for services specified in the IEPs of their caseload.
- 2.2.4.2. Coordinate IEP and 504 meetings, verify goals and manage progress on goals
- 2.2.4.3. Teach one-credit classes to support students in improving their math skills and reading comprehension and/or mini-course electives for special education students.
- 2.2.4.4. Co-advise and attend Winterim / CAWE, a weeklong student-led experience.
- 2.2.4.5. Work within and across departments to co-plan interdisciplinary curriculum with general education teachers
- 2.2.4.6. Support, by co-teaching and/or consultation, general education teachers in delivering the established curriculum and implementing 504 and IEP accommodations and modifications.
 - 2.2.4.6.1. Modification of assignments and assessments must be completed prior to them being given to the students.

- 2.2.4.7. Lead IEP meetings for students assigned to their caseload
- 2.2.4.8. Support general education teachers in the necessary planning, advising, and chaperoning of field trips for students with special education services.
- 2.2.4.9. Supervise or co-supervise students within the classroom and other assigned areas; develop lesson plans and deliver group and individual student instruction within established curriculum guidelines.
- 2.2.4.10. Meet at least monthly for two hours to collaborate with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues.
- 2.2.4.11. Respond to inquiries from students' parents or guardians regarding instructional program and student progress
- 2.2.4.12. Administer developmental testing programs, subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- 2.2.4.13. Advise parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- 2.2.4.14. Assess student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration.
- 2.2.4.15. Meet with the School Administration a minimum of once per month for a caseload review and to plan upcoming meetings.
 - 2.2.4.15.1. New special education teachers are required to attend weekly meetings for the first six weeks of school.

2.3. Substitute Teachers

- 2.3.1. Regular Duties
 - 2.3.1.1. Substitute teachers are required to do the following:
 - 2.3.1.2. Deliver lessons and curriculum assigned by the teacher of record for each assigned class period.
 - 2.3.1.3. Implement SST, 504 and IEP accommodations and modifications as indicated in lesson plans and notes by the teacher of record.
 - 2.3.1.4. Collaborate with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues.
 - 2.3.1.5. Ensure a safe and clean classroom space during and after each assigned class period.
- 2.3.2. Additional Long Term Substitute Teacher Duties
 - 2.3.2.1. Substitute teachers are required to do the following:
 - 2.3.2.2. If applicable, advise and attend Winterim / CAWE, a weeklong student led experience.

- 2.3.2.3. Serve as a Mentor- providing academic, social, emotional support- for a group of students during Mentoring period and mentoring related events, like student led conferences.
- 2.3.2.4. Serve as a mini-course elective teacher for periods 7 and/or 8, supporting the creative, physical and/or self-expression elements of our schoolwide program and within the constraints of the teacher's subject certification.
- 2.3.2.5. Support the planning, advising, and chaperoning of field trips
- 2.3.2.6. Maintain communication of student progress between administration, staff, faculty, parent/guardians and students through the online grading system, email and phone calls.
- 2.3.2.7. Grade student work within one week of due date, and keep the student information system up to date.
- 2.3.2.8. Complete quarterly and semester grades on time.
- 2.3.2.9. If applicable, support students in facilitating their student led conferences with parents/guardians.
- 2.3.2.10. Respond to inquiries from students' parents or guardians regarding instructional program and student progress
- 2.3.2.11. Administer curriculum based assessments, and skill or subject diagnostics etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- 2.3.2.12. Attend all staff meetings and any necessary committee or work-group meetings as elected or assigned by an administrator.

3. Additional Duties

3.1. Non-Classroom Supervision

- 3.1.1. Non-classroom supervisory duties shall be distributed equitably to all teachers at a site and shall not exceed up to twenty (20) weeks of duty per year, unless the needed coverage/staff ratios require an additional rotation. In the event that supervisors are not available, teachers will be assigned on an emergency basis to ensure student safety. Such assignments will be equitably rotated from an established rotation list.

3.2. Lunch Periods

- 3.2.1. The lunch period shall be not less than the student lunch period and not less than thirty (30) minutes exclusive of passing periods, regardless of inclement weather conditions absent emergency circumstances. When teachers are required to have additional student contact time and supervision at lunch because of inclement weather, said employees shall be given commensurate compensatory time the same day or the following day upon approval of the site administrator.

3.3. After-Hour Duties

- 3.3.1. All teachers must support the planning and management/day of operations for at least two (2) optional school wide events or activities during the year. Whole school activities include, but are not limited to:

- 3.3.1.1. Special events during the year (Grad Night, Coffee House, Run Through Redlands, Bridging, Graduation, Arts Exhibition, etc)
- 3.3.1.2. Student club advising
- 3.3.1.3. School dances
- 3.3.1.4. Annual campouts (7/8, 9/10, or 11/12)
- 3.4. Emergency Supervision
 - 3.4.1. In the event of a campus emergency, as determined by the site administrator/designee, teachers may be required to provide uncompensated supervision during the school day.

4. School Calendar

4.1. Calendar

The school calendars are available on TGS website.

4.2. Pre-Service Days

- 4.2.1. The equivalent of a teacher workday (7.5 hours) will be provided to employees during the two (2) Grove required pre-service days at the beginning of the school year for the purpose of instructional/classroom preparation.
- 4.2.2. TGS reserves the right to modify this schedule in the event of nonrecurring state or federal mandated trainings.
- 4.2.3. As part of their 187 working days, teachers are also required to:
 - 4.2.3.1. Participate in two additional inservice days throughout the school year.
 - 4.2.3.2. Select three (3) additional flex workdays for workspace, instructional, or classroom preparation.
 - 4.2.3.2.1. Planned work days must be reported in advance to the Human Resources department
 - 4.2.3.2.2. Work days are verified via required sign-in/out sheets submitted to Human Resources
 - 4.2.3.2.3. Teachers are able to complete all three (3) flex work days during school breaks (ie: winter break, spring break)

5. School Safety

5.1. No Smoking or Tobacco Products

- 5.1.1. TGS provides its employees a smoke-free and tobacco free workplace. Smoking, vaping and/or the use of tobacco or other forbidden/unlawful products are prohibited in buildings, on grounds, and in Grove vehicles.

5.2. Identification (ID) Badges

- 5.2.1. Employees shall visibly wear their Grove provided ID Badge at all times during their workday. TGS will provide clear plastic sleeves and break-away lanyards to all employees, upon request. Employees shall immediately report to the Human Resources Department stolen, lost, or damaged ID Badges.

5.3. Classrooms and Workspaces

- 5.3.1. Classrooms and workspaces shall be kept in a neat and organized manner. Employees will pack-up classrooms as directed by the School Administration in preparation for summer deep cleaning.

5.4. Keys

- 5.4.1. Employees will safeguard assigned work keys at all times during their workday. Lost, stolen, or damaged keys will be immediately reported by the employee to their direct supervisor.

5.5. Employee Dress Standards

- 5.5.1. The Grove School has a school-wide dress code for the purpose of maintaining safety, individuality, trust, education, and equity on campus and at school events. We expect students and staff to dress and groom themselves in a manner that shows respect for oneself, for others, and for the process of learning and/or working with students. Standards for dress are based on the need for comfort and self-expression balanced with functionality, and for the school environment. Clothing, including footwear, must be appropriate for all school activities, and not interfere with a person's ability to complete their job duties appropriately. Employees should wear clothes that are suitable, comfortable and appropriate for their job descriptions and send a message of respect and professionalism to students, other staff and parents.

5.5.2. Expectations

- 5.5.2.1. Clothing should be such that it does not need consistent or excessive attention to keep it in place.
- 5.5.2.2. All articles of clothing must provide appropriate coverage for all school activities.
- 5.5.2.3. When choosing clothes for school, the use of the stairs, the need to move around freely, and sit and stand, inside or outside needs to be taken into consideration. All clothing must be opaque or have an undershirt worn underneath if it is sheer.
- 5.5.2.4. Clothing and accessories must not have offensive images or messages, must not promote or endorse products unsuitable for young adults, such as alcohol or tobacco, drugs, marijuana, alcohol, tobacco, weapons, or violence.
- 5.5.2.5. Clothing must not degrade any group or community, or present a hazard to self or others.
- 5.5.2.6. Bare or stocking/sock feet are not permitted; closed-toed shoes must be worn on the Farm campus.
- 5.5.2.7. Excessive scents of any kind are discouraged in deference to those with sensitivities, as some people have trouble breathing perfumed or scented air.

APPENDIX B

1. School Administration

1.1. Superintendent (Formerly Head of School): Reports to Grove Board

- 1.1.1. Reporting
 - 1.1.1.1. CDE, RUSD, Grove Board, RUSD School Board
 - 1.1.1.2. Charter renewal
 - 1.1.1.3. Data analysis
 - 1.1.1.4. State and accreditation- WASC, LCAP, SARC
 - 1.1.1.5. Board reports
 - 1.1.1.6. Additional school reports (ex: Prop 28, LREGB)
- 1.1.2. School Safety
 - 1.1.2.1. Safe School plan development and implementation
 - 1.1.2.2. Ed code compliance oversight
 - 1.1.2.3. Alarm response after school hours
- 1.1.3. William Act Compliance and Monitoring
- 1.1.4. Human Resources
 - 1.1.4.1. HR recruitment, retention and implementation of policies
 - 1.1.4.2. Evaluation and support of Principal, staff, and faculty (shared with Principal)
 - 1.1.4.3. Support Principal with teacher coaching, support, and induction
 - 1.1.4.4. Oversight of HR manager
 - 1.1.4.5. Organizational Management
 - 1.1.4.5.1. Facilities oversight
 - 1.1.4.5.2. Oversight of Operations Director
 - 1.1.4.5.3. Financial planning
 - 1.1.4.5.4. Legal compliance
 - 1.1.4.6. Strategic planning
 - 1.1.4.6.1. Develop and submit the LCAP
 - 1.1.4.6.2. Engage in initiative implementation
 - 1.1.4.6.3. Engage in future planning
 - 1.1.4.6.4. Develop and maintain strategic partnerships and relationships
 - 1.1.4.6.4.1. MiR
 - 1.1.4.6.4.2. City of Redlands
 - 1.1.4.6.4.3. RUSD
 - 1.1.4.7. Culture and Climate- shared with Principal
 - 1.1.4.7.1. Develop and maintain school policies
 - 1.1.4.7.2. Address parent concerns
 - 1.1.4.7.3. Student discipline- develop and manage school wide behavior systems and supports
 - 1.1.4.7.4. Communicate behavior management expectations to students, teachers, and parents
 - 1.1.4.7.5. Professional development with staff

- 1.1.4.7.6. Student services program coordination with school counselor, RUSD SPED department, and outside mental health providers
- 1.1.4.7.7. Curriculum and Instruction
 - 1.1.4.7.7.1. Lead MTSS development, implementation, and management
 - 1.1.4.7.7.1.1. Tiered Instruction Matrix
 - 1.1.4.7.7.1.2. MTSS Protocol
 - 1.1.4.7.7.1.3. Math intervention programs
 - 1.1.4.7.7.1.4. Reading intervention programs
 - 1.1.4.7.7.2. Collaborate with Principal for Instructional Program support
 - 1.1.4.7.7.3. Develop and Facilitate Professional development for staff with Principal
 - 1.1.4.7.7.4. Oversight of CTE program development
 - 1.1.4.7.7.5. Fundraising and development
 - 1.1.4.7.7.5.1. Strategic partnerships
 - 1.1.4.7.7.5.2. Grant writing
 - 1.1.4.7.7.5.3. Federal Title programs management
 - 1.1.4.7.7.6. Advocacy
 - 1.1.4.7.7.6.1. Manage communications and partnership with CCSA
 - 1.1.4.7.7.6.2. Attend relevant events, webinars and training
 - 1.1.4.7.7.7. Communications and Community and Public Relations: Operations, Facilities, Funding, Policy, Emergencies
 - 1.1.4.7.7.7.1. Urgent and emergency communication to parents and community
 - 1.1.4.7.7.7.2. Major announcements
 - 1.1.4.7.7.7.3. PR with local media as needed
 - 1.1.4.7.7.7.4. Support Principal as needed
 - 1.1.4.7.7.8. SPED
 - 1.1.4.7.7.8.1. IEPs and Special Education Program
 - 1.1.4.7.7.8.2. Meet with SpEd team to ensure accommodations, compliance, and program quality
 - 1.1.4.7.7.8.3. Attend IEP meetings
 - 1.1.4.7.7.8.4. Coordinate services with SELPA and RUSD
- 1.1.4.7.8. Professional Development
 - 1.1.4.7.8.1. Attend a minimum of twice yearly trainings, meetings, conferences and/or sessions on updates to or requirements for charter law, educational codes, county and authorizer requirements, charter renewal, personnel management, teacher supervision, and policy compliance

- 1.1.4.7.8.2. Attend a minimum of three yearly trainings, meetings, conferences and/or sessions to improve professional practice as reflected in the school's LCAP, SPSA, WASC action items and/or general school improvement

1.2. Principal (Formerly Assistant Head of School)

- 1.2.1. Instructional Program
 - 1.2.1.1. Curriculum and Instruction
 - 1.2.1.1.1. Curriculum development oversight
 - 1.2.1.1.2. Pedagogy development oversight
 - 1.2.1.1.3. Teacher coaching and support
 - 1.2.1.1.4. Montessori integration
 - 1.2.1.1.5. Professional Development (shared with Superintendent)
 - 1.2.1.2. Testing Coordination
 - 1.2.1.2.1. ELPAC
 - 1.2.1.2.2. Renaissance Reading/Math,
 - 1.2.1.2.3. MDTP (Math)
 - 1.2.1.2.4. ACT/SAT
 - 1.2.1.2.5. AP/College Board
 - 1.2.1.2.6. CAASPP/SBAC
 - 1.2.1.2.7. Physical Fitness Testing
 - 1.2.1.3. General support for oversight of student activities (athletics, arts, clubs)
- 1.2.2. SPED
 - 1.2.2.1. 504 Coordination
 - 1.2.2.1.1. Hold 504 meetings
 - 1.2.2.1.2. Review practices for compliance
 - 1.2.2.2. SST Coordination
- 1.2.3. Human Resources
 - 1.2.3.1. Evaluation and support of staff and faculty (shared with Superintendent)
- 1.2.4. Culture and Climate-Shared with Superintendent
 - 1.2.4.1. Develop and maintain school policies
 - 1.2.4.2. Parent concerns
 - 1.2.4.3. Student discipline- Develop and manage schoolwide behavior systems and supports
 - 1.2.4.4. Communicate behavior management expectations to students, teachers, and parents
 - 1.2.4.5. Professional development with staff
 - 1.2.4.6. Student services program coordination with school counselor, RUSD SPED department, and outside mental health providers
 - 1.2.4.7. Student discipline- shared with Superintendent
 - 1.2.4.7.1. Develop and manage school wide behavior systems and supports

- 1.2.4.7.2. Communicate behavior management expectations to students, teachers, and parents
- 1.2.4.8. CTI Oversight
 - 1.2.4.8.1. Attend administrative meetings 3 times a year as CTI Agency Representative
 - 1.2.4.8.2. Coaching assignments
 - 1.2.4.8.3. Coach candidates
- 1.2.4.9. Key Experience Coordination
 - 1.2.4.9.1. Oversee Key Experiences and Coordinate Committees - Campout, Place Studies, Orientations, Winterim & CAWE, Field Trips, Project Week
 - 1.2.4.9.2. Coordinate annual calendar and weekly schedule
 - 1.2.4.9.3. Student Led Conference oversight
 - 1.2.4.9.4. Mentor lesson creation
 - 1.2.4.9.5. Supervise/assign mentor teachers
- 1.2.4.10. Communications and Community and Public Relations: Curriculum, Instruction, Programs, Events
 - 1.2.4.10.1. Oversee Communications Coordinator
 - 1.2.4.10.1.1. The Weekly- emailed newsletter to education partners
 - 1.2.4.10.1.2. Social Media- Instagram and Facebook to increase communication with educational partners
 - 1.2.4.10.1.3. Website posts to comply with Brown Act and other pertinent information
 - 1.2.4.10.1.4. Summer and vacation communications
 - 1.2.4.10.1.4.1. Weekly- monthly in summer
 - 1.2.4.10.1.4.2. Reminders
 - 1.2.4.10.1.4.3. Events
 - 1.2.4.10.1.4.4. Website - content and updates
- 1.2.4.11. Professional Development
 - 1.2.4.11.1. Attend a minimum of once yearly trainings, meetings, conferences and/or sessions on updates to or requirements for charter law, educational codes, county and authorizer requirements, teacher supervision, charter renewal, and policy compliance
 - 1.2.4.11.2. Attend a minimum of two yearly trainings, meetings, conferences and/or sessions to improve professional practice as reflected in the school's LCAP, SPSA, WASC action items and/or general school improvement

2. School Counselor

- 2.1. College/Career Counseling
 - 2.1.1. Individual help for students with college search and application
 - 2.1.2. Coordinate and organize visits from college reps
 - 2.1.3. Career fair field trip at Redlands USD school
 - 2.1.4. Common App Recommender for applicants when requested

- 2.1.5. Coordinate spring field trip to national college fair in local area
- 2.1.6. Organize college essay writing workshop
- 2.1.7. Update school profile and course descriptions yearly
- 2.1.8. Teach mini course for students wanting to explore colleges/careers or work on their application
- 2.1.9. Parent Education Workshops (Freshman Parent orientation, Sophomores, Juniors, Financial Aid and Scholarships, Completing the FAFSA)
- 2.1.10. Inform junior families of Cal Grant opt-out, upload GPA's to CSAC website
- 2.1.11. UC Eligibility in the Local Context (ELC)
 - 2.1.11.1. Identify top 15% of rising senior class
 - 2.1.11.2. Get parent consent and submit contact information and upload transcripts
- 2.1.12. Conduct student workshops
 - 2.1.12.1. Freshman Orientation (grade 8), Sophomores (Quick review of high school graduation requirements and course offerings, College search and college admission testing), How to Research Colleges (10-12), Senior Timeline (11), Letters of Recommendations (11) Financial Aid (10-12), FAFSA (12), PSAT results (8-11)
- 2.1.13. Conduct application workshops
 - 2.1.13.1. UC, Common Application, CSU
- 2.1.14. Coordinate Crafton SOAR
 - 2.1.14.1. Senior Day - field trip to Crafton campus
 - 2.1.14.2. Application workshop and help
 - 2.1.14.3. Disseminate SSD information
- 2.1.15. Contact for Redlands Community Scholarship Foundation
 - 2.1.15.1. Coordinate with Registrar select scholarship recipients
 - 2.1.15.2. Organize scholarship interview(s), i.e. Kiwanis etc.
 - 2.1.15.3. Distribute scholarship information for AMEF and Claflin scholarships
 - 2.1.15.4. Communicate recipients to registrar for graduation
- 2.1.16. Plan and organize SAT School Day in fall and spring
- 2.2. Academic Counseling
 - 2.2.1. Conduct regular grade and credit checks
 - 2.2.1.1. Communicate progress towards graduation with parents and students
 - 2.2.2. Summer school referrals
 - 2.2.3. Coordinate Dual Enrollment applications
 - 2.2.4. Coordinate off campus PE program
 - 2.2.4.1. Collect applications and monitor progress
 - 2.2.5. Edgenuity coordinator/ supervisor
 - 2.2.6. Upload data to Student Clearinghouse
 - 2.2.7. CCGI data upload and coordinator
 - 2.2.8. Healthy Campus Fee Schedule Billing Tracking
 - 2.2.9. Golden State Merit Seal Coordinator
 - 2.2.10. College Board SSD Coordinator

- 2.2.10.1. Apply for AP/SAT/PSAT student accommodations
- 2.2.10.2. Administer SAT with accommodation per request
- 2.2.10.3. Monitor Course Audit requests
- 2.2.11. Update AP Course Ledger yearly
- 2.2.12. Update UC course list within the Course Management Portal yearly
 - 2.2.12.1. Coordinate with teachers new course submissions
- 2.2.13. Scheduling
 - 2.2.13.1. Coordinate with Superintendent and Principal for master schedule creation
 - 2.2.13.1.1. Create student schedules
 - 2.2.13.1.2. College counseling
 - 2.2.13.1.3. Graduation and course requirement compliance
 - 2.2.13.2. Collect course requests from students
 - 2.2.13.3. Schedule students into individual classes fall and spring semester
 - 2.2.13.4. Schedule students into correct CTE pathways
 - 2.2.13.5. Create teacher gradebooks
 - 2.2.13.6. Schedule changes at the beginning of the school year
- 2.3. Personal Counseling
 - 2.3.1. Monitor school Tipline, respond to tips
 - 2.3.2. Individual counseling as requested
 - 2.3.3. Group counseling as requested
 - 2.3.4. Crisis counseling and referrals
 - 2.3.5. Coordinate counseling services with Spring to Autumn Family Counseling
 - 2.3.6. Social and emotional counseling
 - 2.3.7. Submit counseling referrals
 - 2.3.8. Parent education related to college and social & emotional topics
 - 2.3.9. Plan and manage Mental health awareness week in May and Suicide Prevention Awareness in September activities
 - 2.3.10. Attend yearly counseling conferences (UC, CSU, CSAC, CASC)
 - 2.3.11. Attend SST and IEP meetings as needed for graduation and mental health concerns
- 2.4. Other Student Supports
 - 2.4.1. Select Student Ambassadors and train students to do campus tours and serve as shadow students
 - 2.4.2. Coordinate selection of Rotary student reps and Student of the Month (middle and high school)
 - 2.4.2.1. Collect student information, inform families and mentor of recognition breakfast/lunch
 - 2.4.3. Contact for RYLA and PRYDE with Registrar
 - 2.4.3.1. Select students, distribute applications, communicate interview information, set up interviews
 - 2.4.4. Teens Be Seen contact
 - 2.4.4.1. Identify students that qualify for Target gift card for school clothes and supplies

- 2.4.4.2. Distribute applications
- 2.4.4.3. Set appointments with families and meet for shopping appointment at Target
- 2.4.4.4. Send receipts to Assistance League
- 2.4.5. Coordinate with PTG for services for socio/economic disadvantaged students.

3. Coordinators

3.1. Athletics

- 3.1.1. Manage nine (9) varsity teams with three (3) teams per season
- 3.1.2. Manage Middle School Sports
- 3.1.3. Manage Coach recruitment, compliance, athlete recruitment
- 3.1.4. Attend relevant trainings

3.2. Level

- 3.2.1. Organize and facilitate level meetings, creating running agenda/notes
- 3.2.2. Follow-up of progress of actions identified in level meetings
- 3.2.3. Communicate level specific information to interested parties
- 3.2.4. Communicate procedures to faculty, staff, and community (fielding questions/advice)
- 3.2.5. Provide input and feedback to Superintendent and Principal for long and short term plans
- 3.2.6. Point of communication between admin and faculty/staff
- 3.2.7. Teacher support as needed for respective levels
- 3.2.8. Set calendar with Principal and Administrative Assistants

3.3. Communications

- 3.3.1. Write and send out The Weekly- emailed newsletter to education partners
- 3.3.2. Write and send out The Weekly Flyer Roundup
- 3.3.3. Manage school Social Media- Instagram and Facebook to increase communication with educational partners
- 3.3.4. Manage website posts to comply with Brown Act (LCAP, board agendas, etc...) and other pertinent information
- 3.3.5. Manage summer and vacation communications
 - 3.3.5.1. Weekly- monthly in summer
 - 3.3.5.2. Major announcements
 - 3.3.5.3. Reminders
 - 3.3.5.4. Events
 - 3.3.5.5. Website - content and updates

3.4. School Meals Program Coordinator

- 3.4.1. Coordinate daily operations and employees with Operations Director and Lead Sous Chef:
 - 3.4.1.1. Manage prepackaged and scratch food planning, ordering, stock, and preparation

- 3.4.1.2. Ensure compliance with National School Lunch program, county health department, and state meal requirements for physical space and reimbursable meal service
- 3.4.1.3. Communicate any other issues to Operations Director or School Administration as they arise
- 3.4.2. Work with Operations in planning daily scratch and prepackaged meal preparation and inventory for both campuses.
- 3.4.3. Plan and Manage Weekly Meal Orders:
 - 3.4.3.1. Create compliant weekly menus for meal service
 - 3.4.3.2. Create weekly student meal orders and collect responses
 - 3.4.3.3. Place weekly bulk food orders as responses indicate need).
- 3.4.4. Work with students to fulfill daily meal services operations and elective course requirements
- 3.4.5. Submission of monthly receipts for expenditures
- 3.4.6. Other reports as requested, including, but not limited to:
 - 3.4.6.1. Product Formulation Sheets (recipe sheets with required NSLP data)
 - 3.4.6.2. Weekly NSLP menu reports (as requested by Operations Director)
- 3.4.7. Maintain required certificates and training
- 3.4.8. Stay current on all relevant program requirements for school nutrition program