

The Charter of Tree of Life Charter School
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Charter

Our Vision

Like parents everywhere, we care about our children, want what's best for them, and know that their experience in school can have a great impact on the quality of their life. We want them to have an education that is worthy of their beauty and potential. We want them in a place where they are known, not as part of a pack or faces in a crowd, but individually and personally. We want them in a school where they receive direct, high-quality attention, where their actual needs are met, where their potential is being realized. We want them in a classroom where they are engaged, interested, and happy – a place where they have a say about what they learn and how they learn it, where their education means something to them and to us, and where they have a vote and voice in class decisions. We want them in an environment where they are respected and where they are expected to respect each other, and held accountable for it. We believe these simple but far-reaching desires can be the basis of an education that helps them grow into creative, truthful, compassionate adults who contribute meaningfully to the society that made their education possible.

The school we have created to meet our goals is based in part on proven principles that have born fruit in situations as different as the slums of Rome and the suburbs of Silicon Valley. It is also based on an element we think is relatively new – a desire to co-develop with our children, to become better, more effective, more fully human people by learning with and from them, both inside and outside their formal school setting.

Our Mission

Utilizing the Montessori philosophy, we will work and learn with our children, with our school staff, with each other, and with the community to develop confident, creative, fruitful citizens of a world made better by their having the opportunity to fully develop.

Element A: Educational Program

Cal. Ed. Code § 47605(b)(5)(A)(i): "A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of

Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

1. Targeted School Populations

Our school’s classes for children shall serve an elementary level age group between the ages of 4 3/4 and 13. The school plans to continue to serve a minimum of 50 students and currently has the facilities to serve a maximum of 120 students. Unlike traditional classes structured by grade/age, ours is organized by developmental levels. Admittance into a particular level or class is dependent upon a child’s emotional and social maturity, intellectual aptitude for the next level of work, and a consensus decision made by the child, the parents/guardians, and the staff. A child may be admitted prior to or after reaching a particular age depending upon these criteria. We will continue to seek diversity in our enrollment, to reflect our community and make our school a richer, more varied place for all.

2. Attendance

The school shall follow the traditional school year calendar closely aligned with the Ukiah Unified School District (District), yet allowing for minor variations. The school year shall consist of a minimum of 175 school days and shall meet or exceed the number of instructional minutes required for the grade levels it serves. The school shall submit a school year calendar that includes the number of instructional minutes to the District prior to the beginning of each school year.

The school expects students to attend school unless they are ill, have medical appointments, are attending a funeral of an immediate family member, or are participating in an authorized religious activity. The school expects parents/guardians to notify the school each day that a student will be absent or tardy. If the parent/guardian fails to give this notification, the school staff shall attempt to contact the parent/guardian. In addition, Independent Study agreements and work are encouraged for students who will be absent for anything other than serious illness, in order to facilitate continuation of education during absences. These procedures have worked well for us in the past, and we have met our goal of keeping attendance at or above 95%.

The school has in place an Excessive Absences Policy and Truancy Procedure for Unexcused Absences. For students who have excessive excused absences or illnesses lasting five or more consecutive days, parents/guardians must have the student’s medical practitioner fax, mail, or deliver a note to the school office describing the illness and expected recovery time, as well as any precautions the school should take in case of contagious disease. Parents/Guardians of a student absent 10 days or over 5% of the school year shall receive a letter of notification about the absences and school attendance policy and an invitation to conference with their child’s teacher about ensuring better attendance. When the absences exceed 20 days or over 10% of the school year, a second notification letter shall be sent and a meeting with the student’s teacher and the Principal shall be scheduled, and further absences will need written documentation.

For students with three days of unexcused absences, a truancy notice letter shall be sent to the parent/guardian and a conference shall be scheduled with the teacher and Principal. After further unexcused absences, a second letter with legal citations shall be sent and another conference shall be scheduled. If unexcused absences continue, a letter of declaration of habitual truancy shall be sent and the family shall be asked to sign an attendance agreement. If the attendance agreement is broken, application for a School Attendance Review Board meeting shall be made to the Mendocino County

Probation Department.

When any student is tardy for three or more times, the student's teacher shall arrange a meeting with the family to discuss ways of preventing future tardiness. A truancy notice letter shall be sent to the parent/guardian whenever the student has accumulated three unexcused tardies. After further unexcused tardies, a second letter with legal citations shall be sent and another conference scheduled with the goal to prevent future tardiness. If unexcused tardies continue, a meeting will be held with the family to make a formal, signed tardiness prevention plan agreement.

3. What It Means to Be an Educated Person in the 21st Century

We feel that a truly educated person in any era is one who has developed the physical, emotional, and cognitive skills necessary for functioning as a creative, fruitful member of society. The person is independent, responsible, self-motivated, self-disciplined, self-reliant, respectful, compassionate, and creative – a person who not only has the developed skills needed to function in the world, but the ability to contribute positively to it. For this person, learning has become a life-long activity, motivated by deep interests that spring from an internal source and result in a willingness to participate actively in the present functioning and future direction of our society, the planet, and the cosmos. This person, in addition to academic mastery, has experience with and can demonstrate practical skills, decision-making, effective communication, analytical thinking, problem solving, and imaginative thinking.

We also see a special need in the world right now for people who can “think on their feet” and adjust to a future in which the rapid changes of the 20th Century are likely to seem leisurely. There is a need for rationally disciplined, self-motivated people with well-developed intuition, who will understand the fragility of the natural world and act on behalf of the web of life of which we are all a part. Children taught only to passively receive the approved knowledge of the day are likely to be at sea in this century. Those who instead are confident in looking for and finding answers on their own, who can understand and be comfortable with the way circumstances change, and who look for the underlying truth rather than just for the approved answer, will be an important center of gravity for society in the era ahead.

4. Description of How Learning Best Occurs

Over one hundred years ago, Dr. Maria Montessori began to demonstrate that the natural curiosity of very young children could be the center of an education that effectively explores, reveals, and develops their true capacities. The wonderfully flexible educational method she developed was based not on theories or dogmatic beliefs, but on actual observation of children's real nature and activities. She filled their educational environment with materials they could discover and work with to learn. And she supplied both the guidance needed to get a child started at the right time with the right activity and the direct personal supervision needed to help the child succeed. The careful, loving observation that is the key to her method has always focused on the individual child – not on age, or on peer group, or on preconceived standards of readiness, but on seeing and respecting each and every child. It is her discoveries, updated appropriately as she anticipated, that will continue to guide our program.

Our methods are centered on a self-pacing, sequentially organized curriculum, supplemented by experiential learning of many kinds. Instead of segregating children by age and grade, we employ multi-age groupings that resemble the groupings that occurred naturally outside of schools before our society became so fragmented and busy. These groupings correspond with demonstrated planes of

human development, and give children a secure, inclusive setting for learning, as well as a sense of what's ahead for them and a chance to learn from and teach each other as they would in the larger world. The curriculum offers an overview of the development of the universe through present civilizations, to provide students a sense of how they got here and who they are. It includes a great deal of independent research and a variety of experiential projects and exposures. Community service, democratic group government, setting and evaluating one's own goals, and exchanges with children and adults in other communities and ways of life will continue to be important aspects of learning.

Three main observations of human development form the basis of our programs: (1) that human development does not occur in a steady linear ascent but in a series of formative planes; (2) that the complete development of human beings is made possible by their tendencies to certain universal actions in relation to their environment; and (3) that this interaction with the environment is most productive for an individual child's development when it is self-chosen and founded upon individual interest. Such human behavioral tendencies as exploration, orientation, order, imagination, manipulation, repetition, precision, perfection, and communication are present throughout life, but they don't operate uniformly in different developmental stages. This observation underlies Montessori's establishment of new divisions in education based upon the child's developmental stages, each of which requires different educational environments.

These educational environments contain three essential elements: a prepared physical environment, a prepared adult Guide, and freedom with responsibility. By changing the focus of each of these elements in the different planes of development, the educational environment allows for and supports the changing needs and interests of the child as s/he develops. The educational environment includes the family and the home environment as well as the school. What is especially striking is that as children grasp concepts and master skills in this prepared environment, they become not only more adept and confident, but more loving and peaceful as their inner lives unfold as well.

While our program works best as a site-based community of classes, home-based learning may be appropriate for some family situations. The home-based Long-Term Independent Study (IS) option shall not comprise more than 15% of the total number of students. Students enrolled in this program must reside in Mendocino County or an adjacent county. The school shall follow the procedures stated in its Independent Study Policy for Non-classroom Based Instruction, including a requirement that IS students work on regularly scheduled school days according to the campus-based school calendar. If a student has a special education Independent Education Program (IEP), the IEP must specifically provide for his or her enrollment in Independent Study. This program requires, at a minimum, monthly meetings with a Guide (certificated Montessori teacher), documentation and work samples as with the Temporary Independent Study program, and an additional "Master Agreement for Long-Term Independent Study" that must be completed and signed each semester, and that lists the subjects to be studied, the options available to the student and student's family, and the manner and frequency of reporting. The "Written Agreement for Independent Study" form shall be used as the assignment and evaluation form and must be completed with the learning objectives and verification at least once per month.

Long-Term Independent Study (IS) student families shall meet with their Guide at the beginning of each semester to review the California State Curriculum Standards and the Montessori Curriculum scope and sequence in order to decide upon the goals to be pursued during each semester. The Guide shall ensure that the educational objectives and work assignments for each IS student are comparable to

the campus-based classroom instruction and would meet or exceed the school's current number of instructional days and minutes for the student's level. The Guide shall ensure that the student receives the necessary books, resources, and materials necessary to complete the assignments for each agreement period. Parents/Guardians of the IS student shall receive instruction from the Guide on how to use the materials and resources with the student.

The ongoing scientific research initiated by Montessori, and the educational method based upon it, have provided the foundation for more than 20,000 highly successful Montessori programs around the world, including more than 400 Montessori public schools across the United States. Recent educational studies in brain research have confirmed the effectiveness of Montessori programs.

Our charter school is the expression of a growing alliance of families intent on working together to help their children realize their potential and become creatively fruitful members of society. The families involved recognize that the present world is full of both opportunities and dangers to children, and we feel that coming together to pool interests, abilities, and perspectives on our children's behalf can be an enjoyable and satisfying way to co-develop with them. We plan to continue to reach out both to others with children of the same ages and to expectant and new parents who are ready to think from early in their children's lives about consciously sharing with others for their children's well being and development.

Learning of a kind that produces a balanced, effective human being best occurs with patient, personal guidance that recognizes and works with the innate curiosity and desire to learn in all of us. It also recognizes individuality, and the differing "internal clocks" with which children approach learning and succeed at it. The following considerations, and how we intend to respond to them, bear on the kind of learning needed to produce educated people for the time ahead.

1. The fundamental purpose of education is human development. Learning involves the enrichment and deepening of relationships to one's inner self, to family and community members, to the global community, to the planet, and to the cosmos. Our program supports human development by providing the following instructional approaches and strategies: opportunities for self-reflection and developing intrinsic motivation, multi-age class groups, events that establish relationships with family and community, and learning activities and service projects that connect the learner with the global community and the universe.

2. Each individual is inherently creative, has unique physical, emotional, intellectual and spiritual needs and abilities, and possesses an unlimited capacity to learn. Education that recognizes learners as unique and valuable honors students as individuals and helps them progress. Research supports the concept that children develop and learn at different rates, and Montessori education respects and supports these differences by helping children build a strong educational base at a pace that is appropriate for individuals according to their unique abilities.

Students learn to assess themselves and, with staff and parents/guardians, evaluate their strengths and progress as well as areas needing improvement. Conferences held five times per year are checkpoints when the staff, parents/guardians, and student meet together to plan, monitor, and modify as necessary each student's individual educational goals for the year, and they can develop and implement strategies to support students whose progress is not meeting specified pupil goals and outcomes.

The school will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A) (ii), including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element B: Measurable Pupil Outcomes for the schoolwide goals for relevant subgroups and corresponding assessments. Beginning in fiscal year 2014-15, the school will comply with all elements of the Local Control Accountability Plan (LCAP) pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

Special Accommodations to Support All Learners to Meet School Student Outcomes:

Our program is largely self-pacing and individualized for each student's needs and abilities. Because of this, students needing special accommodations, whether academically low achieving or high achieving, English learners, students with Section 504 Plans, or students with special education Individualized Education Plans (IEP), are continually facilitated with instructional support in the classroom that addresses their needs. Our charter school shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (IDEA), and the Individuals with Disabilities Education Improvement Act (IDEIA). Accommodations in the classroom may include additional individual lessons or resource materials, work or behavior monitoring charts, and peer tutoring. The Montessori didactic materials allow for a wide range of learning styles and abilities, and the encouragement of cooperative learning in the classroom fosters peer tutoring relationships. In addition to implementation of accommodation strategies and plans by school staff, students may also receive services at school from special education teachers and therapists per their IEPs and through our Memorandum of Understanding for Special Education Services with the District, as well as extended learning time through after school tutoring programs.

Special Education Services:

TOLCS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the District to ensure that a free and appropriate education is provided to all students with exceptional needs. TOLCS will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Act (IDEA), the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, TOLCS will comply with AB 602, District guidelines, and all California laws pertaining to special education students.

TOLCS shall initially remain, by default, a public school of the District for purposes of special education, pursuant to Education Code Section 47641(b). The District acts as the Local Educational Agency (LEA) for purposes of Special Education only on behalf of TOLCS. However, TOLCS reserves the right to make written verifiable assurances that it shall become an independent LEA and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA

membership shall not require a material revision of this charter.

So long as TOLCS operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the District will provide special education services for students enrolled in the Charter School to the extent required by law.

Specifically, the District will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide TOLCS with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the Charter School. TOLCS reserves the right to contract with agencies and vendors outside the Authorizer when appropriate to secure special education services, including administrative support services.

TOLCS anticipates that an updated Memorandum of Understanding (MOU) will be developed between the Charter School and the District, which shall delineate the respective responsibilities of TOLCS and the District with regard to the funding and delivery of special education and related services.

Per Federal Law, all students with disabilities will be fully integrated into the programs of TOLCS, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending TOLCS is properly identified, assessed, and provided with necessary services and supports.

TOLCS will meet all the requirements mandated within a student's IEP. The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with the District and/or SELPA to provide an appropriate placement and services.

TOLCS will work with the District and/or SELPA to make time and facilities available to meet the needs of the student's IEP. TOLCS will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the District, where applicable.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to TOLCS, which will then forward such written notice to the District and/or SELPA within two school days. The school will encourage open communication between the parents and the District and/or SELPA for any items related to the special education services. Students at TOLCS who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, TOLCS will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

Search and Serve:

Upon the commencement of the TOLCS school year, all students will be evaluated as a means of instructional placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, TOLCS will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Students possibly in need of special education or intervention plans can be screened from already available data (i.e. school tests, teacher observations, progress reports, etc.) regarding student progress or lack of progress within the general program. Principal and faculty will then convene the Student Study Team for identified students.

Staff, parents/guardians, or anyone concerned about a student may initiate a Student Study Team process to identify and respond to students who are having any type of learning or behavioral difficulty. The process helps to clarify and identify the student's strengths and difficulties, and it assesses any strategies that have already been used. Additional strategies to help the child in the classroom and at home are recommended, tried, and assessed. A referral for special education, speech and language evaluation, hearing or vision screening, or other services might be deemed appropriate by the team.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and TOLCS faculty members will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. TOLCS may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents/Guardians will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students:

If a student enrolls at TOLCS with an existing IEP, TOLCS will notify the District and/or SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, TOLCS shall work with the District and/or SELPA to implement the existing IEP at TOLCS or as otherwise agreed by the parent/guardian per the Request for Interim Special Education Placement.

Referral for Assessment:

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The TOLCS internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by TOLCS within 15 days. TOLCS will notify the District and/or SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed that special education and related services are provided at no cost to them.

If TOLCS, in collaboration with the District and/or SELPA , concludes that an assessment is appropriate, , the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment:

The Principal will be responsible for gathering all pertinent information and sharing such information with the District and/or SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

Individual testing;

Teacher observations;

Interviews;

Review of school records, reports, and work samples; and

Parent/Guardian input.

Unless conflicting with District or SELPA policies and procedures, TOLCS will follow the following assessment guidelines. If a conflict with District or SELPA policies and procedures exists, then District policies and procedures will govern.

Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;

The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;

The student must be evaluated in all areas related to his/her suspected disability;

Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;

Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;

Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;

Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and

Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and

A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. TOLCS, in coordination with District or SELPA will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/Guardians/ will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP:

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

TOLCS, in collaboration with the District or SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. TOLCS will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

The parent or guardian of the student for whom the IEP was developed;

The student, if appropriate

The Principal;

At least one special education teacher;

A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;

A District or SELPA Special Education Representative

If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. TOLCS views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate the family's schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents/guardians understand and can participate in the IEP process. If a parent/guardian cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the family's home.

A copy of the IEP will be given to the parent/guardian in accordance with state laws and District or SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by TOLCS, in cooperation with the District or SELPA in which TOLCS is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by TOLCS. The IEP will include all required components and be written on District or SELPA forms.

The student's IEP will include the following:

A statement of the student's present levels of academic achievement and functional performance;

The rationale for placement decisions;

The services the student will receive and the means for delivering those services;

A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;

Measurable annual goals and short-term objectives focusing on the student's current level of performance;

A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and

Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.

IEP meetings will be held according to the following schedule:

Yearly to review the student's progress and make any necessary changes;

Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;

After the student has received a formal assessment or reassessment;

When a parent/guardian or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent or guardian's request);

When an Individual Transition Plan is (ITP) required at the appropriate age;

When TOLCS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review:

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, TOLCS will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing:

Although the District will hold ultimate responsibility for providing Special Education services (so long as TOLCS operates as a school of the authorizer for purposes of special education), TOLCS is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

The Principal of TOLCS will be the primary school representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at TOLCS will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In addition to District or SELPA special education staff, TOLCS seeks related services from the District for special education students enrolled in TOLCS in the same manner as is provided to students in other District/County schools (so long as TOLCS operates as a public school of the District for purposes of special education). TOLCS also reserves the right to contract with service providers outside of the District/County when appropriate.

Reporting:

TOLCS, in collaboration with the District, will collect and maintain the following information on disabled students as required by IDEA:

Statistical information about all school-age students with disabilities being provided special education services by age, grade, category of disability, and the number of students with disabilities who are English Language Learners;

The number of students provided with test modifications and the types and the number of students exempted from District/State assessments;

The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;

The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and

The basis of exit from TOLCS of students with disabilities (i.e., declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the TOLCS Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards:

Parents or guardians of students with IEP's at TOLCS must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days, after which a meeting between the parent/guardian and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The District will provide the parent/guardian with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year.

Dispute Resolution:

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the District and TOLCS shall work together to defend the case, so long as the Charter School operates as a school of the Authorizer for special education purposes. In the event that the District determines that legal representation is needed, TOLCS agrees that it shall be jointly represented by legal counsel of

the District's choosing.

So long as the Charter School operates as a school of the Authorizer for special education purposes, the District may initiate a due process hearing or request for mediation with respect to a student enrolled in TOLCS if the Authorizer determines such action is legally necessary or advisable. TOLCS agrees to cooperate fully with the District in such a proceeding.

So long as TOLCS operates as a school of the District for purposes of special education, TOLCS understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any TOLCS student necessary to protect its rights.

Complaint Procedures:

Parents or guardians also have the right to file a complaint with TOLCS, the District, and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services:

TOLCS will comply with the federal mandate of the "least restrictive environment," meaning that the school will make every attempt to educate special education students along with their non-disabled peers. TOLCS will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through the TOLCS extended day program. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for TOLCS Staff:

The Principal and regular education teaching staff, as well as other appropriate faculty and staff members, will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as TOLCS operates as a "school of the District" for special education purposes, the District agrees to allow TOLCS staff access to all Special Education related professional development opportunities that are available to other employees of the District.

TOLCS also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act:

TOLCS shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

TOLCS 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 the benefits of, or otherwise be subjected to discrimination under any program of TOLCS. Any student, who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.

Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's and District's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal

will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that s/he review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Students may be referred by the Student Study Team or at the request of parents/guardians to Special Education staff from the District for purposes of evaluation. If such evaluation and the IEP team establish that the student is eligible for Special Education services, an Individualized Education Plan (IEP) shall be developed that lists goals and objectives for the student, and details the Special Education services that will be provided by the District. If a student enrolls or transfers to TOLCS with a current IEP from outside the District, it shall be the school's responsibility to notify the District's Director of Special Education immediately. TOLCS shall have the family sign a "30 Day Placement" form. During those 30 days, the District and TOLCS shall discuss the student's delivery of Special Education services while enrolled in the charter school. For students who were previously enrolled in the District, the District shall forward the student's cumulative file including all Special Education files to TOLCS within 10 days of notification. In addition, the District shall provide consultative assistance to TOLCS staff to help transition the student. The student's teacher and the school's Principal shall participate in all initial, annual, tri-annual and any specially called meetings on any special education student.

The District's services may include instruction and consultation from resource specialist teachers, speech and language therapists, occupational therapists, physical therapists, mental health therapists, and any other specialists included in the IEP. In addition, the school staff will implement strategies in the classroom to support the student, based on the goals and objectives in a student's IEP and consultation with Special Education staff. These strategies may include use of special equipment, modified lessons, modified assignments, behavior modification strategies, or use of special resource materials.

English Learner Accommodations:

When a student's family indicates on the student information form for initial enrollment that a language other than English is spoken at home or is the child's first language, the California English Language Development Test (CELDT) or English Language Proficiency Assessment for California (ELPAC) to determine the child's English language proficiency shall be given within thirty school days. Results of the assessment shall be shared with the student's parents/guardians within thirty days of receiving them, and a conference shall be held with the staff and the family. A student may be classified as Fluent English Proficient (FEP) who has an overall score of Early Advanced or higher and a score of Intermediate or higher in the Listening, Speaking, Writing, and Reading sections of the test. In addition to the results of the CELDT, ELPAC, CAASPP test results, if available, and observations about academic progress and language development from staff and family shall also be considered. Assessment of the student shall take place annually until the student achieves FEP level.

Our teachers have training in working with Limited English Proficient students and hold CLAD or EL Authorization credentials. They shall implement techniques for incorporating English language development based on proficiency with each lesson given to English language learners, including using the Specially Designed Academic Instruction in English (SDAIE) model and the Montessori English Language Development curriculum. Teachers share strategies with each other at staff in-service days

and staff meetings, and they are encouraged to participate in professional development programs, which the school pays for them to attend. The Montessori classroom contains multiple ways of supporting English learners. The Montessori curriculum and materials, including the concrete and hands-on lessons that use realia, nomenclature and definition cards, phonetic materials and activities, word study activities, and grammar activities, are especially useful for English language development. The lessons include specific activities to develop skills in listening, writing, reading, and speaking English. Montessori-trained teachers encourage peer teaching and cooperative learning, both of which are recommended strategies for English language learners. In addition, the school's small size and low student-teacher ratio allow for individualized and focused instruction for English learners.

TOLCS shall use State Board of Education identified criteria to determine Fluent English Proficiency (FEP) for English learners consistent with legal requirements regarding standardized testing and other required assessments. Reclassification procedures shall utilize multiple criteria in determining whether a pupil has achieved proficiency in English, including annual CELDT or ELPAC score, annual CAASPP test scores, especially in English Language Arts, observations and evaluations by staff, and observations and evaluations by parents/guardians. The progress of students who are reclassified as FEP shall continue to be monitored as long as the student remains at the school. Meetings about the student's progress shall be held with staff and parents/guardians at least three times per year. If results of standardized testing, staff observations and evaluations, and parent/guardian observations and evaluations indicate that the reclassified student needs continued support to meet the school's student outcomes, strategies shall be discussed and implemented in the classroom to provide additional support to the student. These may include individual lessons, repetition of previous lessons, extra practice in areas of weakness, and use of Montessori English language development materials.

3. Learning is an active multisensory engagement between person and world. The central role of experience is to engage and immerse learners in the natural and social world as well as their inner world. Instructional approaches and strategies are varied and often individualized according to particular student needs and interests. They include three-dimensional and multisensorial keys, which are used in group lessons as well as independently, that aid learners in the transition from concrete levels to abstract levels with understanding gained through experience. Teachers introduce students to the various learning activities in the classroom through individual or small group lessons. Through the use of performance, written, or naturalistic assessment, the teachers are able to determine when a student has mastered learning a concept and is ready for the next lesson or level of challenge. Teachers also lead large group lessons to introduce topics and provide a means for group work and large group social interaction.

4. Holistic education celebrates the full range of human potentials and multiple ways of knowing. It is not only the intellectual and vocational aspects of human development that need guidance but also the physical, social, moral, aesthetic, creative, and – in a nonsectarian sense – spiritual aspects. Our program fosters tolerance and appreciation of differences in human beings by using the following instructional approaches and strategies: direct instruction and modeling of skills in communication, direct instruction and modeling of conflict resolution and peace process, and direct instruction and modeling of respect for others. Without coercion, without rewards and punishments, and without separative forms of competition, students act cooperatively, from *internal* motivation and for the joy and satisfaction of learning and mastery. From this deep sense of fulfillment emerges a child capable of empathy and love.

5. The role of educators includes the facilitation of learning, which is an organic, natural process. When educators are open to their own inner being, they invite a co-learning, co-creating process with the learner. Our program employs educators who continue to work on personal inner growth and who have a deep respect for children as unique developing human beings. Weekly staff meetings facilitate discussion about the role of educators, as well as self-assessment about how well the staff is functioning in this role and means for continual improvement. We actively encourage parents, who are the child's first educators, to continue learning about human development, parenting skills, and preparation of the environment through our parent education programs, newsletter articles, and parenting library.

6. Genuine education can only take place in an atmosphere of freedom with responsibility. Freedom of choice includes freedom of inquiry, of expression, and of personal growth. Our program gives each student freedom to choose from many activities, freedom to work as long as necessary to accomplish a learning goal, freedom to research what is of interest to each individual, and freedom to progress in all areas according to personal learning style and needs. It is a function of the adult staff to guide each student toward completion of their specific learning goals and to direct them toward the source and use of resources that will aid that learning.

7. The learning environment must itself revolve around empathy, shared human needs, justice, and the encouragement of original, critical thinking. This participatory democracy is the essence of true education. Our instructional approaches and strategies include daily group meetings that include preventing and solving problems, sharing needs and celebrating successes, and a participatory democratic school government. The learning environment includes freedom of movement, which facilitates natural social relationships, cooperation, and empathy.

8. Human experience is vastly wider than any single culture's values or ways of thinking. Our program promotes interest and awareness of the global community, the ecology of the planet, and the universe through the following instructional approaches and strategies: key stories and lessons given to large and small groups, research projects, and facilitation of relationships with students in other cultures and communities.

9. Our children require a healthy planet on which to learn and grow. Educating for earth literacy implies an awareness of planetary interdependence, the congruence of personal and global well-being, and the individual's role and scope of responsibility for living in harmony with the natural world. Through the multi-faceted, interdisciplinary curriculum structure our program provides, children will gain awareness of planetary and personal interdependence – the “big picture” of the cosmos and the child's place and cosmic function in that picture. Instructional approaches and strategies include: creating illustrated timelines of the development of the universe, the Earth, and life; geology and functional geography lessons with corresponding experiments; biology lessons with corresponding experiments, ecology lessons with corresponding experiments; study of biomes; student research reports and oral presentations; three part information cards.

10. The inner life of the person is the source of all genuine learning. Our program provides families with information they need to help their children continue their development in the home environment. It teaches parenting skills, preparation of the physical environment, health and nutrition, child development, and the need to include children in meaningful activities. The home environment is crucial to the child's inner development and the school environment is supplemental to it. These

environments need to support and mesh with each other in order to provide the opportunity for the spiritual development of each person.

Parent education and support are critical to the success of our program. Our families are taking on a new variation of the kind of co-responsibility for our children's education that existed in frontier communities in earlier times, and we plan to use our interconnection both to support each other's intentions and to help attract and influence others.

We know that the respect asked of children for adults and each other depends on the respect they themselves are given, and the sense of personal dignity they develop as a consequence. Both our staff and our Parent Council will continue to work to make sure that the children in our school will be seen as persons, and that their native intelligence and desire to learn are recognized and honored. In seeking diversity for our school, we view varying languages (and cultural angles on life) as advantages to be used and enjoyed, not as problems or burdens.

Our Curriculum

In addition to becoming culturally literate, children need to learn to trust their own abilities to think and solve problems independently. Montessori encourages students to do their own research, analyze what they have found, and come to their own conclusions. The goal is to lead students to think for themselves and to become actively engaged in the learning process. Learning becomes its own reward, and each success fuels a desire to discover even more.

The Montessori curriculum is organized as an inclined spiral plane of integrated studies, rather than the traditional model in which the curriculum is compartmentalized into separate subjects with given topics considered only once at a given grade level. Lessons are introduced simply and concretely in the early years and are reintroduced several times over the years at increasing degrees of abstraction and complexity. The five "Great Lessons" of the Elementary level Cosmic Curriculum are repeated each year with a variation of their complementary "key lessons." Often additional unplanned lessons are added as the Guide observes the students' particular interests and questions. The "Great Lessons" form the core of the integrated curriculum and their inspirational nature stimulates the children's imagination and interest. The Guide begins the year with the Story of the Beginning of Earth, which is followed by the Story of the Coming of Life, the Story of the Coming of Humans, the Story of Writing, and the Story of Mathematics. In the students' final year of Elementary level, they receive the lesson of The Great River, which addresses aspects of both biological and governmental systems and organization, illustrating how different departments must work together in cooperation for the good of the whole.

The Montessori course of study is an integrated thematic approach that ties the separate disciplines of the curriculum together into studies of the physical universe, the world of nature, and the human experience. Literature, the arts, history, social issues, civics, economics, mathematics and geometry, science, and the study of technology all complement one another in the Montessori curriculum. This integrated approach is one of Montessori's great strengths, and it bears many similarities to the State of California's new Common Core Content Standards and Next Generation Science Standards. The school's curriculum content meets and exceeds the California State Content Standards for grades K-8.

An overview of this integrated curriculum includes the following elements:

Reading and Language Arts: a multi-sensory approach to phonetic reading and spelling, including

word study activities such as contractions, noun gender and number, prefixes and suffixes, synonyms, antonyms, homonyms, and etymology; dictionary, encyclopedia, Internet, and other resource use; reading for information; note taking and outline skills; interview and telephone skills; oral debate and discussion skills; punctuation usage; handwriting and calligraphy; function of the parts of speech through games, drama, parsing, symbols, written and oral exercises; sentence analysis; non-phonetic English words; creative and expository composition; literature comprehension, appreciation, and analysis; play writing and performance and readers' theater; poetry; science experiment reports; book reports; research reports; oral presentations; debates; letters and thank you notes; computer literacy skills; and foreign language study.

Mathematics and Geometry: mathematical operations using concrete representations of the decimal system; place value and estimation; dynamic whole number operations; memorization of basic math facts; factoring and solving algebraic expressions; abstract understanding of operations; skip-counting with chains of squares and cubes of numbers; study of common and decimal fractions, decimal and common fraction operations; practical application problems; money; interest; time; squares and cubes of numbers; square and cube roots; history of mathematics and geometry and their applications in science, engineering, technology, and economics; data gathering, graphing, and statistical analysis; plane and solid geometric forms; congruence, similarity, equality, and equivalence; theorem of Pythagoras; calculation of area and volume; operations with positive and negative integers; construction of geometric figures; bisecting angles and lines; tessellations, geometric design, and symmetry; metric and customary measurement systems, conversions, and equivalents; number systems; probability; binomial and trinomial squares and cubes.

Geography and History: land and water formations; maps and compass; humankind's search to understand how the Earth was formed; study of lithosphere, hydrosphere, atmosphere, and biosphere; geography experiments; study of regions, cultures, and natural resources; natural resources; imports and exports; basic needs of humans through time and culture; migration patterns of humans; study of prehistoric time, study of ancient civilizations, study of the Middle Ages and Renaissance, study of the Modern Age and current events; detailed study of one's nation and state and their governments; concept of time and historical time; evolution of the planet and its life forms; analysis of the needs, culture, technology, and social history of various periods, people, and places in history.

Science: study of the kingdoms of life; botany and zoology nomenclature and experiments; classification of living things; functional botany; functional zoology, internal and external parts; life cycles; habitats, food chains, adaptation to environment and climate, predator-prey relationships, camouflage, other body adaptations of animals; health and nutrition; human anatomy; genetics; skill development in careful observation, recording and describing, techniques of measurement, use of scientific apparatus; water, oxygen, carbon dioxide, and nitrogen cycles; states of matter; elements, compounds, mixtures; chemical periodic tables; basic atomic theory; physical and chemical changes; chemistry lab experiments; astronomy, geology, meteorology and accompanying experiments; physics of light, electricity, magnetic fields, gravity, and mass and accompanying experiments; preparing and analyzing graphs, data displays, basic statistics; study of great scientists and inventions.

Practical Life: caring for animals; needlework and sewing; cooking complex meals; making simple repairs; carpentry; using public transportation; self-defense; using a checkbook and balancing an account; consumer purchase decisions; mastering test taking strategies; gardening; fund raising; sports and games; physical fitness personal goals; dancing and movement; graces and courtesies; party

planning; flower arranging and interior decorating; working carefully and neatly; housekeeping; applying for a job; caring for young children; wilderness survival; running a small business enterprise; nonviolent resolution of disagreements and hurt feelings; giving others thanks and acknowledgment for acts of kindness; friendship; caring for others through daily acts of kindness, assistance, and charity; meeting one's needs through appropriate actions and requests.

Sensory: discrimination of dimension, volume, color, shape, size, intensity and nature of sounds, musical tones, texture, weight, temperature, scent; precise observation of the natural world; culinary discrimination; artistic appreciation; architectural appreciation; musical appreciation; musical instrumental and voice techniques; artistic methods and techniques using a variety of media.

Element B: Measurable Pupil Outcomes

Cal. Ed. Code § 47605(b)(5)(B): "The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school."

Individual Student Outcomes

We acknowledge that each child is a unique individual in the process of creating an adult human being, and that adults continue this process as they work toward the goal of self-actualization. The goal of the school is to facilitate this natural process by providing developmentally appropriate opportunities for learning and growth for both the children and the adults of the school community. Since individuals progress at varying rates and according to their unique innate potentials, measurable student outcomes are individualized for each person. The school will accomplish specific educational goals and objectives in accordance with each child's individualized education plan and innate potential.

According to individual capacities, key outcomes of our program will include the following:

- For each student, learning will become a life-long activity motivated by deep interests that spring from an internal source and result in a willingness to participate actively in the present functioning and future direction of our society and our planet.
- Students will become independent learners who have a mastery of the necessary tools or skills to pursue knowledge, to move confidently and productively onward to their next stage of development, and to participate effectively, creatively, and responsibly in the world.
- Each student will have experience with, and be able to demonstrate: practical skills, decision-making, problem solving, effective communication, goal setting and attainment, analytical thinking, and imaginative thinking.
- Each student will develop a good self-image and awareness of their own feelings, sensitivity and consideration of others, and awareness of their effects on others.
- Students will gain an awareness of the interdependence of humans and nature, with a responsible feeling toward the ecological whole of which they are a part, and an awareness of the interdependence of humans and nations, with a desire for cooperation and peace.
- Students will gain an overview of the development of the universe, the solar system, the Earth, life

forms, and human civilizations.

- Growing children will develop healthy bodies whose movements are mastered and controlled to the best of their capabilities.
- Parents/Guardians will gain an understanding of stages of children's development and how they can best help their children in their unique, developmental process.
- Families will network to support and encourage each other in creating meaningful and enjoyable lifestyles.
- Adult staff will continually work on personal growth, observation, and communication skills in order to become sensitive and responsive to each child's needs and abilities.

The level of competence and expected growth in each of the outcome areas is a goal to be set individually for each student at the beginning of the school year. Progress toward achievement of these goals will be assessed quarterly by the student and the adult staff, with assistance from the student's parents/guardians. At the end of each semester, goals and objectives will be reviewed, and progress, which is continually assessed, will be summarized in a written progress report. Modification of the goals and objectives may be made at the semester review as needed.

In addition, parents/guardians will complete a survey and self-assessment in April each year to evaluate their progress in parenting skills and child development, to evaluate their participation in school activities and volunteerism, and to provide feedback to staff and administration. A summary of this survey will be made available to parents/guardians, staff, and administration, and the results will be used for school improvement.

Staff will complete a self-evaluation with the Principal in April each year to evaluate their learning, teaching, communication, and management skills. A personal growth plan for the school year will be developed by educators and the Principal by October 15th of each school year. A copy of these goals will be kept in each educator's personnel file. Informal observations are done on a continual basis by the Principal and by peers using short written feedback forms. Formal observations and evaluations are completed at least once per year and include a post observation meeting with the Principal and/or Board and formal written evaluation. The results will be presented to the Board Cabinet and Board in April of each year. The Board and Cabinet will give written notification to employees by April 31 about renewal or non-renewal of employment for the following school year.

The following benchmarks, aligned with the California State Content Standards, will be used to determine a student's completion of the elementary level program and readiness for an advanced elementary/secondary level program:

- **Successful completion of the Montessori Elementary Level Language Arts Curriculum activities, with an understanding of the functions of the parts of speech, sentence analysis, and punctuation usage.**
- **Ability to research and compose a written research project using different types of resources including encyclopedia, books, magazines, interviews, and the Internet.**
- **Ability to read and analyze literature including short stories, poetry, plays, and both short and longer books.**
- **Ability to write creative and expository compositions, poetry, plays, and reports.**

- Ability to communicate information well in oral presentations as well as in conversation.
- Successful completion of the Montessori Elementary Level Geometry Curriculum activities, with an understanding of plane and solid figures and their parts, calculation of area and volume, equality, congruence, similarity, and equivalence, ability to construct figures, and appreciation for geometric design.
- Successful completion of the Montessori Elementary Level Mathematics Curriculum activities, with an ability to solve practical application problems involving all four mathematical operations, common and decimal fractions, interest, time, money, and measurement.
- Successful completion of introductory mathematics of square and cube numbers, square and cube roots, binomial and trinomial squares and cubes, factoring and solving algebraic expressions, the theorem of Pythagoras, positive and negative integers, probability, ratio and proportion.
- Ability to gather data, create graphs, perform statistical analysis, and make predictions based on available data and trends.
- Successful completion of the Montessori Elementary Level Geography Curriculum activities, with an understanding of the formation of our planet and solar system, basic astronomy, land and water forms, natural forces and laws, physics of the electromagnetic spectrum, gravity and mass, the elements of matter and how they combine, states of matter, physical and chemical changes, how energy is produced, movements of the earth and its consequences, geology, atmosphere and its phenomena, aeolic action, hydrosphere and its phenomena, plate tectonics.
- Ability to make careful observations, record and describe experimental results, use scientific apparatus correctly, and to make accurate scientific measurements.
- Understanding of interdependencies of human beings in society, knowledge of location of continents and countries, knowledge of location of individual states and land and water forms of the United States, completion of at least one in-depth study of economic geography of a country or region, knowledge of the fundamental needs of humans and how they are met in various cultures around the world.
- Successful completion of the Montessori Elementary Level History Curriculum activities, with an understanding of geological time, the development of life on earth, the development of human beings, ancient civilizations, Medieval times, Renaissance, modern times, inventions and inventors, migration patterns, and fundamental needs of humans and how they were met throughout human history.
- Ability to analyze a civilization using the History Question Charts and completion of at least one in-depth study project of a civilization.
- Knowledge of American history including early humans, exploration, colonization, western expansion, presidents, social problems and solutions, California history, and government.
- Successful completion of the Montessori Elementary Level Biology Curriculum activities, with an understanding of classification of the kingdoms of life, functional botany, functional zoology, life cycles, habitats, food chains, adaptation to environment, human anatomy, and genetics.
- Ability to classify living organisms and to use a classification key.
- Completion of at least one in-depth biological research project.
- Demonstration of knowledge of good health and nutrition through adequate exercise, healthful nutrition choices, safety and accident prevention, first aid skills, stress-management techniques, awareness of own emotions and those of others, nonviolent resolution of

disagreements and hurt feelings, and good communication skills.

- **Demonstration of ability to responsibly care for animals and plants, ability to do simple sewing repairs, ability to plan and prepare a balanced meal, ability to perform basic housekeeping tasks, ability to use test-taking strategies, ability to cross the street responsibly, ability to use a map to get to a location in town.**
- **Knowledge and appreciation of famous artists, artwork, and artistic periods, including both two-dimensional and three-dimensional art, music, architecture, and performance.**
- **Ability to read music in order to play an instrument or to sing.**
- **Demonstration of artistic techniques in two and three dimensions using a variety of media.**

School-wide Goals

Regular attendance at school is a key factor in successful learning; therefore, the school will aim to maintain an attendance rate at or above 95%.

Ideally, the school would like to attain its Academic Performance Index (API) growth target each year. However, in a school as small as ours, this can prove to be statistically difficult, as we receive an influx of new students each year that is usually greater than 20% of our total population. Thus, our goal is to attain our API growth target in at least two of three years or the aggregate of three consecutive years, and/or receive an API state or comparison rank of four or above in at least two of three years, and/or show that the academic performance is at least equal to the academic performance of the schools pupils would otherwise have been required to attend or to the District.

The Montessori Elementary Curriculum is usually completed over a period of six years, and most students are age eleven or twelve when they have completed the key lessons and are beginning to think more abstractly. In addition, there are physical, social, and emotional changes beginning at this age. Students who are ready to bridge from the developmental level of childhood to adolescence are required to show their academic readiness by completing a set of bridging requirements that are tied to the school's Elementary Benchmarks. Our goal is to have 100% of students who have attended the school for three years or more to successfully complete the elementary program and bridging requirements, and for 100% of other students to complete their individual modified requirements.

Physical activity and good nutrition are important to growing bodies and minds. One measure of the results of physical activity and nutrition is the Physical Fitness Test (PFT). Our PFT goal is to have 75% of students taking the test to pass a minimum of 4 out of 6 Fitnessgram criteria. Although only PFT scores for fifth and seventh grade students are required to be submitted to the State, all of our students in the Senior Elementary Level class take the Fitnessgram challenges and receive the results of that assessment.

ELEMENT C: Method by Which Pupil Progress in Meeting Pupil Outcomes Will Be Measured

Cal. Ed. Code § 47605(b)(5)(C): "The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card."

TOLCS has clearly defined schoolwide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). The school will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core), as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- “(i) *The subgroup consists of at least 50 pupils each of whom has a valid test score.*
- “(ii) *The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.*” *Cal. Education Code § 47607(a)(3)(B).*”

As a small school with under 100 students who have valid test scores, TOLCS does not qualify as having subgroups as defined in Education Code sections 42238.01 and 52052. However, the school has locally identified subgroups that need extra support. TOLCS will increase the amount of support provided to students with learning disabilities, students from economically disadvantaged families, English language learners, and students new to Montessori by highly qualified teachers and paraprofessionals.

Our assessment tools include testing mandated by the State of California and the federal government, including CAASPP, CELDT, and PFT. We use the state’s standard, on-demand assessments to help monitor individual students’ and the school’s performance in comparison to others. Student testing reports shall be distributed to parents/guardians at the first conference before school begins each year, or they shall be mailed to them. Staff shall review testing data, as well as records of other assessment measures, during their preparation week before school begins each year to guide them in development of appropriate educational strategies and goals for each student. Staff may also elect to use other assessments in their classrooms, or Staff Council may decide to use other schoolwide assessments, such as the OdysseyWare Common Core Assessment and Remediation Tool or the San Diego Quick Reading Assessment. The Montessori guides/teachers use the Montessori Compass recordkeeping system, which aligns the Common Core standards with the Montessori scope, sequence, and standards as one way of keeping track of each student’s progress in meeting expected outcomes.

We believe that full assessment of each student requires further, more comprehensive and individually pertinent tools than standardized assessments alone. The purpose of assessing pupil progress is to monitor each individual’s progress in human development. Standard comparative measurements do not fully meet the assessment needs of pupils, staff, and parents/guardians, nor are they designed to encourage students’ self-reflection. Therefore, we are using authentic assessments consistent with our educational philosophy. They give students opportunities for choice, for showing their individual interests and talents, and for self-evaluation and goal setting. In addition, they enable us to assess those developmental objectives that are not measurable by standardized testing.

Three criteria of the authentic assessments we use are that they be *valid*, *fair*, and *enhance learning*. *Valid* assessment is aligned with the educational goals of the school, and measures the real, actual, or genuine thing, not simply the standards meant to represent it. *Fair* assessment evaluates a student’s progress to her or his own past as opposed to comparison to others. Assessment that *enhances learning* promotes awareness of, and thoughtfulness about, the learner’s individual strengths and weaknesses.

Pupil progress in meeting individual student outcomes will be measured throughout the academic year

using a wide variety of methods which may include, but are not limited to, the following:

- **Portfolio assessment** showing a collection of representative work, including writing samples, artwork, research project reports, mathematics and geometry work, individual subject notebooks, reflections on physical fitness and practical life work, and photographs of three dimensional work;
- **Daily goalbooks** and/or record sheets kept by the pupils which include monthly or weekly goals, record of daily work, and self-evaluation of progress toward goals;
- **Personal spelling dictionaries, notebooks, or boxes** and evidence of spelling test results;
- **Work record sheets and recordkeeping on Montessori Compass** showing completion of Montessori Curriculum activities including language arts, geometry, mathematics, history, geography, science, arts, and practical life;
- **Naturalistic assessment** documented with written observations by the staff which include anecdotal evidence of emotional, social, and cognitive development, record of lessons presented and spontaneous follow-up work by the pupil, and noting of lessons needed by the pupil;
- **Performance assessment and self-evaluation** based on completion of specially set, complex tasks or challenges, or as a result of real-life experiences, using rubrics or element checksheets;
- **Correlation of the pupil's work to the Montessori Curriculum scope and sequence and the Common Core standards**, used by staff to assess lessons needed and by students to assess their own progress, including OdysseyWare Common Core Assessment and Remediation Tool and Montessori Compass;
- **Surveys, questionnaires, and progress reports** completed by pupils, staff, parents/guardians, and community members providing feedback on both established and developing programs.

The following chart indicates the frequency of use and minimum standard, if applicable, for each assessment tool:

ASSESSMENT TOOL KEY	FREQUENCY OF USE	MINIMUM STANDARD
ST--Standardized testing	Annually	Determined by CDE
PO--Portfolio assessment	Quarterly	Complete according to directions, notes strengths and areas needing improvement, includes parent/guardian response
GB--Daily goalbook	Daily	Lists daily lessons and independent work in a way that is clear, yet concise
SD--Personal spelling dictionary	Weekly	80% correct on both spelling and vocabulary for competency
WR--Work record sheets	Daily	80% correct in order to check off a work as complete
NA--Naturalistic assessment	Daily	Comparison to previous work or behavior used to determine lessons needed, learning strategies, or development
PA--Performance assessment	Quarterly or more often	80% of point total on a point based rubric, or competency equivalent on non-point scale

ASSESSMENT TOOL KEY	FREQUENCY OF USE	MINIMUM STANDARD
SE--Self-evaluation	Quarterly or more often	80% of point total on a point based rubric, or competency equivalent on non-point scale
SS—Montessori, Common Core, and California Standards scope and sequence	Weekly	Guide reviews and uses to plan lessons and complete progress reports; student must complete 80% competently before bridging to secondary level
SQ--Surveys and questionnaires	Annually	Comparison to previous surveys and questionnaires used to determine strengths and challenges
PR--Progress reports	Semi-annually	Guide's observations of student progress including academic work completed with competency, work that needs to be completed, and behavior evaluation

The following chart indicates which assessment methods will be used to assess pupil progress for each key outcome:

KEY OUTCOMES	ASSESSMENT
For each student, learning will become a life-long activity motivated by deep interests that spring from an internal source	PO, GB, NA, PA, SE, SQ, PR
For each student, learning will result in a willingness to participate actively in the present functioning and future direction of our society and our planet	PO, GB, NA, PA, SE, SQ
Students will become independent learners	PO, GB, SD, WR, NA, PA, SE, SS, PR
Students will have a mastery of the necessary tools or skills to pursue knowledge, to move confidently and productively onward to their next stage of development, and to participate effectively, creatively, and responsibly in the world	ST, PO, GB, SD, WR, NA, PA, SE, SS, PR
Each student will have experience with, and be able to demonstrate: practical skills, decision making, problem solving, effective communication, goal setting and attainment, analytical thinking, and imaginative thinking	ST, PO, GB, SD, WR, NA, PA, SE, SS, SQ, PR
Each student will develop a good self-image and awareness of their own feelings, sensitivity and consideration of others, and awareness of their effects on others	PO, GB, NA, PA, SE, SQ, PR
Students will gain an awareness of the interdependence of humans and nature, with a responsible feeling toward the ecological whole of which they are a part, and an awareness of the interdependence of humans and nations, with a desire for cooperation and peace	PO, NA, PA, SE, SS, PR
Students will gain an overview of the development of the universe, the solar system, the Earth, life forms, and human civilizations.	ST, PO, WR, NA, PA, SE, SS, PR
Growing children will develop healthy bodies whose movements are mastered and controlled to the best of their capabilities	GB, NA, PA, SE, PR

KEY OUTCOMES	ASSESSMENT
Parents will gain an understanding of stages of children’s development and how they can best help their children in their unique, developmental process	GB, NA, PA, SE, SQ, PR
Families will network to support and encourage each other in creating meaningful and enjoyable lifestyles	NA, PA, SE, SQ
Adult staff will continually work on personal growth, observation, and communication skills in order to become sensitive and responsive to each child’s needs and abilities	PO, GB, NA, PA, SE, SQ, PR

The following chart indicates which assessment methods will be used to assess pupil progress toward reaching the elementary level benchmarks:

ELEMENTARY BENCHMARK	ASSESSMENT
Successful completion of the Montessori Elementary Level Language Arts Curriculum activities, with an understanding of the functions of the parts of speech, sentence analysis, and punctuation usage	ST, PO, GB, SD, WR, NA, PA, SE, SS, PR
Ability to research and compose a written research project using different types of resources including encyclopedia, books, magazines, interviews, and the Internet	PO, GB, NA, PA, SE, SS, PR
Ability to read and analyze literature including short stories, poetry, plays, and both short and longer books	ST, PO, GB, NA, PA, SE, SS, PR
Ability to write creative and expository compositions, poetry, plays, and reports	PO, GB, NA, PA, SE, SS, PR
Ability to communicate information well in oral presentations as well as in conversation	NA, PA, SE, SS, PR
Successful completion of the Montessori Elementary Level Geometry Curriculum activities, with an understanding of plane and solid figures and their parts, calculation of area and volume, equality, congruence, similarity, and equivalence, ability to construct figures, and appreciation for geometric design	ST, PO, GB, WR, NA, PA, SE, SS, PR
Successful completion of the Montessori Elementary Level Mathematics Curriculum activities, with an ability to solve practical application problems involving all four mathematical operations, common and decimal fractions, interest, time, money, and measurement	ST, PO, GB, WR, NA, PA, SE, SS, PR
Successful completion of introductory mathematics of square and cube numbers, square and cube roots, binomial and trinomial square and cubes, factoring and solving algebraic expressions, the theorem of Pythagoras, positive and negative integers, probability, ratio and proportion	ST, PO, GB, WR, NA, PA, SE, SS, PR
Ability to gather data, create graphs, perform statistical analysis, and make predictions based on available data and trends	PO, GB, NA, PA, SE, SS, PR

ELEMENTARY BENCHMARK	ASSESSMENT
Successful completion of the Montessori Elementary Level Geography Curriculum activities, with an understanding of the formation of our planet and solar system, basic astronomy, land and water forms, natural forces and laws, physics of the electromagnetic spectrum, gravity and mass, the elements of matter and how they combine, states of matter physical and chemical changes, how energy is produced, movements of the earth and its consequences, geology, atmosphere and its phenomena, aeolic action, hydrosphere and its phenomena, and plate tectonics	ST, PO, GB, WR, NA, PA, SE, SS, PR
Ability to make careful observations, record and describe experimental results, use scientific apparatus correctly, and to make accurate scientific measurements	PO, GB, WR, NA, PA, SE, SS, PR
Understanding of interdependencies of human beings in society, knowledge of location of continents and countries, knowledge of location of individual states and land and water forms of the United States, completion of at least one in-depth study of economic geography of a country or region, knowledge of the fundamental needs of humans and how they are met in various cultures around the world	ST, PO, GB, WR, NA, PA, SE, SS, PR
Successful completion of the Montessori Elementary Level History Curriculum activities, with an understanding of geological time, the development of life on earth, the development of human beings, ancient civilizations, medieval times, renaissance, modern times, invention and inventors, migration patterns, and fundamental needs of humans and how they were met throughout human history	ST, PO, GB, WR, NA, PA, SE, SS, PR
Ability to analyze a civilization using the History Question Charts and completion of at least one in-depth study project of a civilization	PO, GB, NA, PA, SE, SS, PR
Knowledge of American history including early humans, exploration, colonization, western expansion, presidents, social problems and solutions, California history, and government	ST, PO, GB, NA, PA, SE, SS, PR
Successful completion of the Montessori Elementary Level Biology Curriculum activities, with an understanding of classification of the five kingdoms of life, functional botany, functional zoology, life cycles, habitats, food chains, adaptation to environment, human anatomy, and genetics	ST, PO, GB, WR, NA, PA, SE, SS, PR
Ability to classify living organisms and to use a classification key	PO, GB, NA, PA, SE, SS, PR
Completion of at least one in-depth biological research project	PO, GB, NA, PA, SE, SS, PR
Demonstration of knowledge of good health and nutrition through adequate exercise, healthful nutrition choices, safety and accident prevention, first aid skills, stress-management techniques, awareness of own emotions and those of others, nonviolent resolution of disagreements and hurt feelings, and good communication skills	ST, GB, NA, PA, SE, SS, SQ, PR

ELEMENTARY BENCHMARK	ASSESSMENT
Demonstration of ability to responsibly care for animals and plants, ability to do simple sewing repairs, ability to plan and prepare a balanced meal, ability to perform basic housekeeping tasks, ability to use test-taking strategies, ability to cross the street responsibly, ability to use a map to get to a location in town, ability to use public transportation	ST, PO, GB, NA, PA, SE, SS, PR
Knowledge and appreciation of famous artists, artwork, and artistic periods, including both two and three dimensional art, music, architecture, and performance	PO, GB, NA, PA, SE, SS, PR
Ability to read music in order to play an instrument or to sing	GB, NA, PA, SE, SS, PR
Demonstration of artistic techniques in two and three dimensions using a variety of media	PO, GB, NA, PA, SE, SS, PR

The following chart delineates Tree of Life Charter School's school-wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Cal. Ed. Code Section 52060(d). As the State finalizes new standardized assessment tools (e.g., CAASP, ELPAC) and new school performance measures (e.g., API), and finalizes the format for the new Local Control Accountability Plans as applicable to charter schools, TOLCS will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element A: Educational Program; Element D: Governance and parental involvement; etc.) See the following chart for specific actions, their corresponding assessments, and the school personnel responsible for implementation.

STATE PRIORITY #1— BASIC SERVICES		
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>		
School Action	Assessment Method	Person(s) Responsible
Professional development for teachers and paraprofessionals (BTSA & Montessori, as needed)	Course completion	Principal, support provider, trainer
For Low Income, English Learners, Students with Disability: Highly qualified paraprofessionals in each classroom	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
For Low Income, English Learners, Students with Disability: Paraprofessional to provide after school tutoring and extended learning time activities	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
Preparation and maintenance of beautiful, complete Montessori learning environments	Standardized assessments, performance, portfolios, scope and sequence recordkeeping, surveys and questionnaires	Principal, teachers, paraprofessionals, parents

School Action	Assessment Method	Person(s) Responsible
Up-to-date technology hardware and infrastructure	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
For Low Income, English Learners, Students with Disability: Provide additional Common Core standards practice learning time and opportunities at school and at home through use of OdysseyWare Common Core Assessment and Remediation Tool	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals, parents

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

The implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

School Action	Assessment Method	Person(s) Responsible
Montessori and Common Core standard-aligned recordkeeping and family communication system	Standardized assessments, portfolios, scope and sequence recordkeeping, surveys and questionnaires	Principal, teachers, parents
Up-to-date technology hardware and infrastructure	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
For Low Income, English Learners, Students with Disability: Highly qualified paraprofessionals in each classroom	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
For Low Income, English Learners, Students with Disability: Paraprofessional to provide after school tutoring and extended learning time activities	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
For Low Income, English Learners, Students with Disability: Provide additional Common Core standards practice learning time and opportunities at school and at home through use of OdysseyWare Common Core Assessment and Remediation Tool	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals, parents
Parents/Guardians will be reminded to read with their child for at least 15 minutes each day, and to read and sign the child's goalbook to share progress	Standardized assessments, performance, portfolios, scope and sequence recordkeeping, surveys and questionnaires	Principal, teachers, parents

STATE PRIORITY #3— PARENTAL INVOLVEMENT*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

School Action	Assessment Method	Person(s) Responsible
Montessori and Common Core standard-aligned recordkeeping and family communication system	Standardized assessments, portfolios, scope and sequence recordkeeping, surveys and questionnaires	Principal, teachers, parents
Parents/Guardians will be reminded to read with their child for at least 15 minutes each day, and to read and sign the child's goalbook to share progress	Standardized assessments, performance, portfolios, scope and sequence recordkeeping, surveys and questionnaires	Principal, teachers, parents
Parents/Guardians will be reminded about school events, meetings, service	Surveys and questionnaires	Principal, teachers, parents
Parents/Guardians will be sent informational materials about human development, helping children at home, parenting, and Montessori education	Surveys and questionnaires	Principal, teachers, parents
Provide child care during Parent Council meetings so that more parents/guardians will be able to attend	Surveys and questionnaires	Principal

STATE PRIORITY #4— STUDENT ACHIEVEMENT*Pupil achievement, as measured by all of the following, as applicable:**A. CA Assessment of Student Performance and Progress on statewide assessment (as available)**B. The Academic Performance Index (API) (as available)**C. Percentage of pupils who are college and career ready (not applicable)**D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)**E. EL reclassification rate**F. Percentage of pupils who have passed an AP exam with a score of 3 or higher (not applicable)**G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness (not applicable)*

School Action	Assessment Method	Person(s) Responsible
Part-time mental health professional to meet in consultation with staff about struggling students, to work individually and in small groups with struggling students who need more intensive work on social, emotional, or behavioral goals, and to give guidance to parents, making referrals to other agencies and resources when appropriate	Standardized testing, performance, scope and sequence, naturalistic, portfolio, performance, discipline referrals, surveys and questionnaires	Principal

School Action	Assessment Method	Person(s) Responsible
For Low Income, English Learners, Students with Disability: Highly qualified paraprofessionals in each classroom	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
For Low Income, English Learners, Students with Disability: Paraprofessional to provide after school tutoring and extended learning time activities	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
Professional development for staff to implement social/emotional/behavioral curriculum schoolwide	Standardized assessments, performance, portfolios, scope and sequence recordkeeping, discipline referrals, surveys and questionnaires	Principal, teachers
Parents/Guardians will be reminded to read with their child for at least 15 minutes each day, and to read and sign the child's goalbook to share progress	Standardized assessments, performance, portfolios, scope and sequence recordkeeping, surveys and questionnaires	Principal, teachers, parents
Parents/Guardians will be sent informational materials about human development, helping children at home, parenting, and Montessori education	Surveys and questionnaires	Principal, teachers, parents
For Low Income, English Learners, Students with Disability: Provide additional Common Core standards practice learning time and opportunities at school and at home through use of OdysseyWare Common Core Assessment and Remediation Tool	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals, parents
Montessori and Common Core standard-aligned recordkeeping and family communication system	Standardized assessments, portfolios, scope and sequence recordkeeping, surveys and questionnaires	Principal, teachers, parents

STATE PRIORITY #5— STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates*
- B. Chronic absenteeism rates*
- C. Middle school dropout rates (EC §52052.1(a)(3))*
- D. High school dropout rates (not applicable)*
- E. High School graduation rates (not applicable)*

School Action	Assessment Method	Person(s) Responsible
Part-time mental health professional to meet in consultation with staff about struggling students, to work individually and in small groups with struggling students who need more intensive work on social, emotional, or behavioral goals, and to give guidance to parents, making referrals to other agencies and resources when appropriate	Standardized testing, performance, scope and sequence, naturalistic, portfolio, performance, discipline referrals, surveys and questionnaires	Principal

School Action	Assessment Method	Person(s) Responsible
Professional development for staff to implement social/emotional/behavioral education schoolwide	Standardized assessments, performance, portfolios, scope and sequence recordkeeping, discipline referrals, surveys and questionnaires	Principal, teachers
School family communications	Surveys and questionnaires	Principal

STATE PRIORITY #6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates

B. Pupil expulsion rates

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

School Action	Assessment Method	Person(s) Responsible
Part-time mental health professional to meet in consultation with staff about struggling students, to work individually and in small groups with struggling students who need more intensive work on social, emotional, or behavioral goals, and to give guidance to parents, making referrals to other agencies and resources when appropriate	Standardized testing, performance, scope and sequence, naturalistic, portfolio, performance, discipline referrals, surveys and questionnaires	Principal
Consistent discipline referral recordkeeping	Naturalistic, discipline referrals	Principal
Professional development for staff to implement social/emotional/behavioral education schoolwide	Standardized assessments, performance, portfolios, scope and sequence recordkeeping, discipline referrals, surveys and questionnaires	Principal, teachers
Parents/Guardians will be reminded about school events, meetings, service	Surveys and questionnaires	Principal, teachers, parents
Provide child care during Parent Council meetings so that more parents/guardians will be able to attend	Surveys and questionnaires	Principal

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

School Action	Assessment Method	Person(s) Responsible
Montessori and Common Core standard-aligned recordkeeping and family communication system	Standardized assessments, portfolios, scope and sequence recordkeeping, surveys and questionnaires	Principal, teachers, parents

School Action	Assessment Method	Person(s) Responsible
Professional development for teachers and paraprofessionals (BTSA & Montessori, as needed)	Course completion	Principal, support provider, trainer
For Low Income, English Learners, Students with Disability: Highly qualified paraprofessionals in each classroom	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
For Low Income, English Learners, Students with Disability: Paraprofessional to provide after school tutoring and extended learning time activities	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
Up-to-date technology hardware and infrastructure	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
For Low Income, English Learners, Students with Disability: Provide additional Common Core standards practice learning time and opportunities at school and at home through use of OdysseyWare Common Core Assessment and Remediation Tool	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals, parents

STATE PRIORITY #8— STUDENT PERFORMANCE

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state's priorities detailed in California Education Code Section 51220. Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data.

School Action	Assessment Method	Person(s) Responsible
For Low Income, English Learners, Students with Disability: Provide additional Common Core standards practice learning time and opportunities at school and at home through use of OdysseyWare Common Core Assessment and Remediation Tool	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals, parents
For Low Income, English Learners, Students with Disability: Highly qualified paraprofessionals in each classroom	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
For Low Income, English Learners, Students with Disability: Paraprofessional to provide after school tutoring and extended learning time activities	Standardized assessments, performance, portfolios, scope and sequence recordkeeping	Principal, teachers, paraprofessionals
Parents/Guardians will be reminded to read with their child for at least 15 minutes each day, and to read and sign the child's goalbook to share progress	Standardized assessments, performance, portfolios, scope and sequence recordkeeping, surveys and questionnaires	Principal, teachers, parents

School Action	Assessment Method	Person(s) Responsible
Parents/Guardians will be sent informational materials about human development, helping children at home, parenting, and Montessori education	Surveys and questionnaires	Principal, teachers, parents
Part-time mental health professional to meet in consultation with staff about struggling students, to work individually and in small groups with struggling students who need more intensive work on social, emotional, or behavioral goals, and to give guidance to parents, making referrals to other agencies and resources when appropriate	Standardized testing, performance, scope and sequence, naturalistic, portfolio, performance, discipline referrals, surveys and questionnaires	Principal
Professional development for staff to implement social/emotional/behavioral education schoolwide	Standardized assessments, performance, portfolios, scope and sequence recordkeeping, discipline referrals, surveys and questionnaires	Principal, teachers

Assessment of Independent Study Work

Home-based or long-term IS students will be given assignments at least once per month and are expected to complete their assignments by the due date indicated on the Written Agreement for Independent Study Form. During meetings with the student, if assignments are missed due to unforeseen emergency or illness, the student has 30 additional days to complete the missed assignment, in addition to the regularly assigned work for that month. Students who do not complete missed assignments by the deadline or whose work is evaluated to be substandard will meet with the Principal to determine if continuing in the program is in the student's best interest. If the student is not making sufficient progress, the student may not continue as a long-term IS student and will be dropped from the program. A student dropped from the program has the option of participating in the Tree of Life Charter School campus-based classroom program if there is a space available in a classroom for that student's level, or the student may enroll in another school or program.

The Guide will ensure that the educational objectives and work assignments for each IS student are comparable to the campus-based classroom instruction and would meet or exceed the school's current number of instructional days and minutes for the student's level. The Guide will evaluate, initial, and date work samples, verifying that they are up to standard and meet the minimum amount of school days and minutes for the agreement period. Progress on goals will be reported in a written evaluation and orally during a conference at the end of each semester. The Principal will ensure that all Independent Study Policies are being followed and that educational and work requirements are being met. The school will retain student and teacher records, including work samples and forms and attendance records, for a minimum of 3 years.

Class Placement

At the end of the junior elementary level, usually around age 9, students who have demonstrated competency in the core academic subjects for the grade level in which they are enrolled may be admitted to the senior elementary level. Exceptions may be made for students with special educational accommodations or specific learning disabilities on an individual basis. This decision is made jointly by the staff and the parents/guardians after reviewing the student's progress reports, work records, scope and sequence correlation, and standardized testing scores.

At the end of the senior elementary level, usually around age 11 or 12, students must complete bridging requirements that include demonstrating successful completion of a minimum of 80% of the work listed in the Elementary Benchmarks, demonstrating competency in performance skills listed in the Elementary Benchmarks, and completing an Imaginary Island Project with a minimum rubric score of 80%. Accommodations to the bridging requirements are made for students with special educational needs. Students who do not meet the minimum proficiency are offered additional, free tutoring after school or over the summer break to help them successfully meet the bridging requirements. Students who have not attended the school for the three years prior to their bridging time will not be required to meet all of the bridging requirements, as they have not had the opportunity to explore the full Montessori elementary curriculum. These students will have a specially modified set of bridging requirements based on the number of years they have studied in a Montessori learning environment, but linked to the California State Content Standards at a minimum. Our goal is to have 100% of students who have attended the school for three years or more to successfully complete the elementary program and bridging requirements, and for 100% of other students to complete their individual modified requirements. Students who complete the elementary bridging requirements may study at the school for two more years to complete the Montessori advanced elementary/junior secondary work and the California State Content Standards for seventh and eighth grades.

Analyzing and Reporting Assessment Data

Staff review and report weekly successes and challenges with student progress at their weekly staff meetings. These reports are based on the various in-class assessments used in each classroom. In addition, staff meet toward the end of the school year to discuss placement for students the following year, also using a variety of in-class assessments. When the standardized testing scores are received at the beginning of the school year, staff review and analyze them together and discuss strategies for improving individual student as well as school-wide performance. The standardized testing reports are then discussed individually with parents/guardians and students at the orientation conference in August. The school also participates in the Physical Fitness Testing (PFT) and uses the data to adjust activities in the physical education curriculum. Information about school-wide testing performance data on-line and in the newspapers is made available to parents/guardians and the Board, and results are reported and discussed at a Board meeting after it becomes available.

ELEMENT D: Governance Structure

Tree of Life Charter School (TOLCS) is a public school operated by The Beginning Project, a duly constituted California Public Benefit Corporation, and governed in accordance with applicable California Corporations Code sections. It is open to all children of appropriate ages.

The Board of Directors of The Beginning Project shall have fiduciary responsibility for the school's operation. It reposes its confidence in those governing the school as specified in the next section, and has a voting representative on the Charter Cabinet Board overseeing the school's operation.

TOLCS shall be non-sectarian in its programs, admission policies, employment practices, and all other operations, and shall not charge tuition, and shall not discriminate against any student or employee on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability.

The school shall comply with all applicable federal, state, and local laws, including the Brown Act, the Public Records Act, and the Conflict of Interest requirements of common law. It shall retain its own legal counsel when necessary. It maintains as necessary general liability, automotive liability, errors and omissions, property, worker's compensation, and unemployment insurance policies.

Governance

Our school is governed by The Beginning Project Board and the Charter Board Cabinet (Cabinet). The Cabinet meets at least seven times during the school year and at least once over the summer holiday period to oversee the activities of the school staff, which shall be responsible for the day-to-day operation of the school. The Cabinet shall have input from all concerned with the school, including a Student Council made up of student representatives elected by the entire student body, a Staff Council made up of all persons employed by the school, a Parent Council made up of all parents/guardians with children in the school, The Beginning Project, the school district, and the local community.

The governing Charter Board Cabinet shall have nine members:

- One representative appointed annually by the Board of Directors of the school's founding entity, The Beginning Project;
- The Principal of the school, representing the staff and school administration;
- One teacher elected semi-annually by the Staff Council, representing staff;
- One student elected semi-annually by the students, representing students, who will have a full vote on all issues not legally requiring the vote of an adult person;
- Two parents/guardians, representing parents/guardians, elected by an election held annually to elect one parent every two years by the Parents' Council;
- Two representatives of the community at large, appointed annually by the Cabinet (this representative will have no child attending the school, and no immediate family member employed by the school);
- The school district is entitled to appoint a representative to serve as an ex-officio member of the Cabinet.

The school's bylaws shall make clear the rules of order, offices and officers, and the process for selecting Charter Board Cabinet members. The Cabinet shall meet at least seven times during the school year, and will meet at least once over the summer holiday period. It shall support the educational mission of the school and oversee its day-to-day operations. The Cabinet shall make itself available to the Staff Council and shall seek input from the Staff Council in its decisions. The Staff Council, in turn, shall operate with the input of the Cabinet, and shall participate in the Cabinet's monthly meetings. Meetings of the Cabinet shall be open to everyone involved with the school, including students, and to the general public under the provisions of the Brown Act. The Cabinet shall elect, annually, a Chairperson, who shall strive for full consensus on all issues decided by the Cabinet, but shall limit discussion when necessary and, if unanimity cannot be achieved, shall take and participate in a vote. At this point, a majority shall carry the motion, so long as a quorum is present.

The school staff, under the direction of the Principal, shall direct the school's day-to-day operations, including curriculum, scheduling, staff operations, and financial operations. The Staff Council shall

meet as needed on all decisions that it does not delegate to individuals or to the Principal. The Principal shall strive for full consensus on all issues decided by the Council, but shall limit discussion when necessary and, if unanimity cannot be achieved, shall take and participate in a vote. At this point, a majority shall suffice to carry the motion.

The Parent Council shall meet at least five times during the school year. This body shall advise the Cabinet and staff. The Parent Council shall determine its own rules, including the date on which it will elect its representative to the Cabinet. It can vote to place items on the agenda of the next Cabinet meeting.

Students shall nominate and elect semi-annually, from the student body, a Student Council, which shall be comprised of representatives from each classroom of the school. Non-voting members of the Student Council shall include one or more staff advisors and the student Cabinet representative. The student Cabinet representative may vote when needed to break a tie vote on the Student Council. Members of the student body shall elect a representative who is at least age 11 to sit on the Cabinet. The Student Council shall have the authority to place items on the Staff Council and Cabinet's agendas, to make recommendations to the Staff Council and to the Cabinet, and (with the oversight of either the Staff Council or the Cabinet) to organize and carry out projects which benefit the school, and to make or recommend decisions on a range of disciplinary issues. The Student Council shall meet twice monthly.

All meetings of the Cabinet shall be operated in accordance with applicable provisions of the Brown Act. All meetings of The Beginning Project Board pertaining to Tree of Life Charter School shall be operated in accordance with applicable provisions of the Brown Act. These meetings shall be held at least once each quarter.

Parent and student input are critical to the success of Tree of Life Charter School. Both the Cabinet and the Staff Council will maintain a strong commitment to obtaining broad-based parent/guardian and student input on school policies and issues, honoring all forms of communication from parents/guardians and students. In addition, they will conduct a parent/guardian survey and a student survey at the end of each school year for the purpose of obtaining input and assessing the past year.

We intend to maintain a school culture that will encourage and sustain meaningful and enjoyable parental involvement. While we recognize that parental participation cannot be forced, we plan to promote it strongly. Upon first expressing interest in the school, parents/guardians and students will participate in an in-depth orientation session with a staff member, during which school goals, philosophy, policies, and governance will be discussed, and parent/guardian participation will be stressed. An open meeting of parents/guardians and staff shall be held five times a year. The purposes of these meetings shall include, but not be limited to: discussions aimed at supporting parents' and children's efforts to extend the Montessori classroom into the home, and opportunities for parents and staff to get to know each other better and to support each other. Every effort shall be made to make these meetings enjoyable, engaging, and stimulating. Parental attendance and participation in these meetings shall be strongly encouraged.

The Board of Directors of The Beginning Project, in reposing confidence in the Charter Board Cabinet to operate the school, shall reserve final approval on all capital expenditures exceeding \$5,000 and provide fiduciary oversight consistent with the Beginning Project Bylaws and the Memorandum of

Understanding with Ukiah Unified School District. The Board of Directors of The Beginning Project shall hold all Real Property acquired by the school.

In the event that the charter granted to Tree of Life Charter School is terminated, real properties and other materials acquired by fund-raising activity of The Beginning Project and Tree of Life Charter School shall remain the property of The Beginning Project. Properties and materials supplied by the State of California, the County of Mendocino, and the school district shall remain the property of the District, County, or State as appropriate.

Element E: Employee Qualifications

Tree of Life Charter School shall retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, a copy of which will be on-file at TOLCS and registered with the County. In addition, core teachers (Guides) of elementary level programs must have elementary Montessori Education training or be enrolled in a Montessori training program. Each student shall be assigned to a Guide or “teacher of record” who is responsible for overseeing the student’s academic progress and who monitors and is responsible for matriculation decisions.

The charter school may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional assistants must have a high school diploma or equivalent, and some college education is preferred. Instructional support staff shall not serve as the “teacher of record” for individual pupils and may not approve student work assignments without the approval of the “teacher of record,” except in non-core, non-college preparatory courses and activities. All non-instructional staff, such as the business manager/secretary, shall possess experience and expertise appropriate for their position within the school as outlined in the school’s adopted personnel policies and job descriptions.

Individuals employed by the school should be models of those characteristics we wish to nurture in our students. They will display a continuing love of learning and a striving for excellence in their chosen field. They will be intelligent, flexible, open to the process of personal growth, and skilled in communication. They will share the common vision and educational philosophy of the school. They must possess a willingness to work and communicate with parents. They must have the ability to “follow the child,” allowing the freedom of choice and independent discovery crucial to our program, and providing guidance when observation indicates it is needed. They must demonstrate the utmost respect and caring for students, parents/guardians, and fellow employees.

Qualifications for employees are listed below:

HEAD OF SCHOOL/PRINCIPAL

Description:

The Governing Board is the policy-making body of a charter school. It is responsible for fiscal well-being, for the philosophy and objectives of the institution as defined by its vision and mission statement, and for the effective implementation of the policies it lays down. To this end, it selects a Head to whom it delegates administrative functions.

The Head carries out the broad educational policies established by the Board and acts within the limits of the financial policy set by that body. Within these basic guidelines, the Head performs the following general functions:

- Ensures that the day-to-day operations of the school are efficient and cost-effective.
- Is accountable for understanding and for successfully implementing the school's educational policies as defined in the mission statement.
- Ensures compliance with all relevant federal, state, and local regulations.
- Works with the Board, administrative staff, and faculty to ensure that the school has a long-range strategy that achieves its mission, and toward which it makes consistent progress.
- Is an active participant in the fundraising activities of the school.
- Determines the methods for carrying out Board policies.
- Oversees the business operation.
- Develops and evaluates student programs and services.
- Provides administrative and professional leadership for faculty and staff.
- Reflects the values of the school:
 1. Demonstrates fairness, diplomacy, and integrity
 2. Provides a sound rational approach to issues and problems
 3. Appreciates the collaborative culture of the school and facilitates the decision-making process among constituents
 4. Is respectful of all the component populations of the school community: families, faculty, staff, board, alumni, and the public.

Basic Qualifications:

- BA or BS minimum.
- Current first aid and CPR certification.
- Meet school/state education requirements, including TB test, immunizations, fingerprint and DOJ clearance.
- Montessori training and minimum of 4 years teaching experience in a Montessori school.
- State of California clear multiple subject teaching or administrative credential.

TEACHER/GUIDE

Description:

The Montessori Teacher/Guide is a guide who helps direct her/his students' activities academically, emotionally, and physically in a prepared Montessori environment that challenges each student to reach her/his fullest developmental potential in accordance with Montessori philosophy, techniques, and procedures.

Basic Qualifications:

- BA or BS Minimum.
- Meet school/state education requirements, including TB screening.
- Montessori training required.
- Minimum of 2 years teaching experience, preferably in a Montessori school.
- State of California teaching credential or enrollment in a teaching preparation program.
- Submission of necessary documents to complete personnel file, including 3 references, copy of diplomas, copy of transcripts, fingerprint and DOJ clearance.

SUBSTITUTE TEACHER**Description:**

The Montessori Substitute Teacher is a guide who, when the regular classroom Teacher/Guide is absent, helps direct students' activities academically, emotionally, socially, and physically in a prepared Montessori environment that challenges each child to reach her/his fullest developmental potential in accordance with Montessori philosophy, techniques, and procedures.

Basic Qualifications:

- BA or BS minimum.
- Current first aid and CPR certification.
- Meet school/state education requirements, including TB test and fingerprinting.
- Montessori certification preferred, but not required.
- Minimum of 2 years employment working with children.
- State of California teaching credential or emergency/substitute credential.
- Submission of necessary documents to complete personnel file, including 3 references, copy of diplomas, transcripts, fingerprinting, and DOJ clearance form.

ASSISTANT TEACHER**Description:**

The Assistant Teacher assists Teachers/Guides with directing students' activities academically, emotionally, socially, and physically in a prepared Montessori environment that challenges each child to reach her/his fullest developmental potential in accordance with Montessori philosophy, techniques, and procedures.

Basic Qualifications:

- BA or BS minimum.
- Meet school/state requirements, including TB test and fingerprint clearance.
- Current First Aid and CPR certification.
- Minimum of 2 years employment working with children.
- Submission of necessary documents to complete personnel file, including 3 references, copy of diplomas, transcripts, fingerprinting, and DOJ clearance.

INSTRUCTIONAL ASSISTANT

Description:

The Montessori Instructional Assistant assists the Teacher/Guide to help direct students' activities academically, emotionally, socially, and physically in a prepared Montessori environment that challenges each child to reach his/her fullest developmental potential in accordance with Montessori philosophy, techniques, and procedures.

Basic Qualifications:

- High school diploma or equivalent minimum; two years college education preferred and required for most positions.
- Meet school/state requirements, including TB test and fingerprint clearance.
- Current First Aid and CPR certification.
- Minimum of 2 years experience working with children.
- Submission of necessary documents to complete personnel file, including 3 references, copy of diplomas, transcripts, fingerprinting, and DOJ clearance.

BEFORE/AFTER SCHOOL TUTOR AND CARE PROVIDER

Description:

The Before/After School Tutor and Care Provider directs students in appropriate activities as recommended by the Teachers/Guides, and provides supervision, treating them with dignity and respect, and helping them to meet their needs.

Basic Qualifications:

- High school diploma or equivalent minimum; two years college education preferred.
- Meet school/state requirements, including TB test and fingerprint clearance.
- Current First Aid and CPR certification.
- Previous experience working with children.
- Submission of necessary documents to complete personnel file, including 3 references, copy of diplomas, transcripts, fingerprinting, and DOJ clearance.

BUSINESS MANAGER/SECRETARY

Description:

The Business Manager/Secretary is responsible for developing and maintaining an office environment that serves as an information center for staff, students, and families; assisting the administration with a variety of complex clerical and bookkeeping tasks.

Basic Qualifications:

- Ability to interact with people in a professional manner using excellent communication skills.
- Good secretarial and organizational skills.
- Ability to use a computer for word processing, spreadsheet, and database work.
- Submission of necessary documents to complete personnel file, including 3 references, fingerprinting and DOJ clearance.

The school shall notify the district whenever personnel are hired or leave during the school year by

means of written notification attached to its monthly staffing report. A list of current key employees and their qualifications is attached as a supporting document to the Charter.

Element F: Health and Safety Procedures

TOLCS shall implement a comprehensive set of health, safety, and risk management policies and procedures. These policies and procedures shall be reviewed annually in consultation with the school's insurance carriers and at a minimum shall address the following topics:

- As stated in our Health and Safety Policies, a requirement that all enrolling students and staff provide records documenting immunizations and health screenings to the extent required for enrollment and employment in non-charter public schools, including tuberculin testing of staff at least once every four years, immunization records presented to school staff before a student's enrollment, a physical examination by a medical professional on or before the 90th day after a student enters first grade;
- As stated in our Health and Safety Policies, screening of enrolled students for vision and hearing at least once every three years, and screening for scoliosis as needed for seventh grade level girls and eighth grade level boys, following procedures enumerated in Education Code Section 49450, et seq.;
- As stated in our Health and Safety Policies and Emergency Response Plan, policies and procedures for response to natural disasters and emergencies, including fires, earthquakes, and bomb threats, and emergency procedures practice including monthly fire drills and quarterly earthquake drills;
- As stated in our Health and Safety Policies, procedures relating to preventing contact with blood-borne pathogens, including use of latex gloves, following the latest medical protocol, and disinfection procedures;
- As stated in our Employment and Health and Safety Policies, requirements that instructional and administrative staff receive training in emergency response, including adult and pediatric CPR and First Aid, and maintain current certification;
- As stated in our Health and Safety Policies, policies and procedures relating to the administration of prescription drugs and other medicines, including signed parent/guardian instructions and consent for staff to administer medication, container labeled with student's name and dosage, safekeeping of medication in locked container;
- As stated in our Health and Safety Policies, a policy that the school will be housed in a facility that meets California Building Code requirements, as adopted and enforced by the building enforcement agency with jurisdiction over the area in which the charter school is located;
- As stated in our Health and Safety Policies, a policy establishing that the school functions as a working and learning environment free of illegal drugs, alcohol, weapons, and tobacco;
- As stated in our Health and Safety Policies and Employment Policies, a requirement that each employee of the school submit to a criminal background check, which includes fingerprinting, and furnish a criminal record summary as required by Education Code Section 44237.

These policies shall be incorporated as appropriate into the school's family and staff handbooks, and

shall be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

Element G: Means to Achieve Racial/Ethnic Balance Reflective of District

TOLCS shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the district:

- An enrollment timeline and process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process, including two open enrollment periods in January and later in the year.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in Spanish as well as English.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings at several preschools and community events to reach prospective students and parents.
- Advertisement and announcements through a variety of local and regional newspapers, a parenting magazine, and radio.

To date, our school enrollment has not reflected the racial and ethnic balance of the district's, especially with our Hispanic/Latino enrollment. These differences may be partially due to the school's location away from residential areas and its lack of school bus transportation. In addition, since the school is so small, having just one family of a particular race or ethnicity enroll or leave the school can greatly affect our percentage. We are increasing our efforts to enroll a more diverse student population and have a goal of increasing our Hispanic ethnicity enrollment by 1% per year over the next five years.

We will continue to distribute our Spanish language brochure and information about our open enrollment periods and Open House events to Head Start and Nuestra Casa, to medical clinics that have Hispanic clients, and to local businesses frequented by Hispanic families. We also have Spanish-speaking parents and staff who will talk with families at Head Start, local preschools, and Nuestra Casa about our school. We have former staff members working with North Coast Opportunities who make sure that our flyers and brochures are distributed to Head Start programs. We will continue to participate in local community events, such as Nuestra Casa's Cinco de Mayo festival and the local Children's Health Fair, as well as to advertise by radio on Spanish-language programs. We will persist in our efforts and continue to brainstorm ideas for increasing our Hispanic enrollment.

Element H: Admission Requirements

TOLCS shall actively recruit a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California, but preference shall be given to continuing students, applicants residing in the district, and applicants residing in the Frank Zeek Elementary School attendance area. The school shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability. Prospective students and their parents/guardians shall be briefed regarding the school's instructional and operational philosophy and shall be given a copy or summary of the school's student-related policies.

After enrollment and prior to attendance, students and parents/guardians may be expected to satisfy the following, intended to create informed participants who are committed to the school's program and philosophy:

- Attendance at a group information meeting.
- Participation in an interview and family orientation.
- Completion of family and student information packet.
- Completion of a site-developed assessment to ensure appropriate placement.
- Signing of an acknowledgment that specifies the responsibilities of all parties involved.

In addition to enrollment preference for continuing students and those residing in the district, preference may be given to siblings of current students and children of staff, if space is available in the class for which they are eligible. TOLCS will hold an open enrollment period each January. If during the initial enrollment period enrollment exceeds capacity for a particular level, final enrollment for each level that is over-enrolled shall be determined by a random lottery, open to the public, and held at the next Charter Board Cabinet meeting following the close of the enrollment period. If enrollment does not exceed capacity, TOLCS may choose to conduct a second enrollment period later in the year. In such a case, the enrollment of those children accepted during the initial period shall be safeguarded. During this second enrollment period, if enrollment for the remaining spaces exceeds capacity, final enrollment for these remaining spaces shall be determined by a random lottery.

Element I: Financial Audit

The Beginning Project Board of Directors shall be responsible for contracting and overseeing the preparation and completion of an annual independent audit of the school's financial affairs each fiscal year. The audit will verify the accuracy of the school's financial statements, revenue-related data collection, and reporting practices, and will review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school by an independent auditor who has experience in education finance and school auditing. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes

specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings shall be forwarded to the chief financial officer of the Ukiah Unified School District, Mendocino County Office of Education, the State Controller's Office, and the California Department of Education by December 15th each year. The school's audit committee, composed of the Charter Board Cabinet and the Business Manager/Secretary, shall review any audit exceptions or deficiencies and report to the school's Board of Directors with recommendations on how to resolve them. The Board shall report to the Ukiah Unified School District on how the exceptions and deficiencies have been or will be resolved within sixty days of receipt of the audit. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the school's Memorandum of Understanding with the school District.

Element J: Pupil Suspension and Expulsion

The TOLCS Montessori environment encourages students to become self-disciplined. A helping approach to discipline is used to encourage volitional, social, and emotional development of each student by allowing choices to be made by the student and by teaching social and emotional skills. When a student's needs are not met, the student may show symptoms often termed "inappropriate behavior." These may include innocent behavior, volitional behavior, psychological outcomes, emotional expression, social need, rule testing, and rebellion. Some of these may be the result of conditions at the student's home or a medical or psychological issue, while others are a matter of developmental level. In any individual case, a student who is disruptive or violent will be removed from the situation and an adult will help the student to find an appropriate activity. Students will be taught how to meet their own needs and how to handle their emotions in a non-violent way. Through the development of will, knowledge of appropriate behavior, and an environment suited to the student's physical, social, and emotional needs, the student learns to become self-disciplined.

TOLCS shall maintain a comprehensive set of student discipline policies, including a detailed, step-by-step process by which a student may be suspended or expelled. These policies shall be printed and distributed as part of the school's family handbook and shall clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, and safety. Children whose behavior continues to be violent or otherwise disruptive during class will be removed from the classroom, and parents/guardians will be contacted to remove them immediately from the school. Further actions per the following policies for suspension or expulsion will then be considered. The Principal may, pursuant to the school's adopted policies, suspend students who fail to comply with the school's policies at any time. When other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or when, due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others, the student shall be recommended for expulsion. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and later expelled by the school's Board Cabinet upon recommendation of the Principal and/or Staff Council. The policies shall conform to applicable federal law regarding students with exceptional needs. Prior to expulsion, students shall be accorded due process unless the student's conduct presents an immediate threat to the health or safety of others. The

school shall notify the district of any expulsions and shall include suspension and expulsion data in its annual performance report.

Suspension and Expulsion Policy

A pupil may not be suspended from school or recommended for expulsion unless the Principal determines that the pupil has committed any of the following acts:

Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon the person of another, except in self-defense.

Possessed, sold, or 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.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school property or private property.

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. (This section does not prohibit use or possession by a pupil of his or her own prescription products.)

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.

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.

Knowingly received stolen school property or private property.

Possessed an imitation firearm (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).

Committed or attempted to commit a sexual assault or committed a sexual battery.

Harassed, threatened, or intimidated a pupil who is a complaining witness or 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.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within the school under the jurisdiction of the Principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this policy and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.

- During the lunch period whether on or off campus.
- During, or while going to or from, a school sponsored activity.

For purposes of notification to parents/guardians, and for the reporting of expulsion or suspension offenses to the State Department of Education, the school shall specifically identify, by offense committed, in all appropriate official records of a pupil each suspension or expulsion of that pupil for the commission of any of the offenses enumerated in this policy.

Suspension Procedures

1. Suspension From Class by a Teacher

Suspension from class means the removal of a student from class by a teacher for the day of the suspension and the next school day. A teacher may refer a student for consideration of suspension from school for any acts listed in "Grounds for Suspension and Expulsion."

When suspending a student, the teacher will immediately report this action to the Principal or designee and send the student to the Principal or designee for appropriate action. The parent/guardian will be called to remove the student from the school immediately. The student will be appropriately supervised during the class periods from which he or she has been suspended until the student leaves campus with the parent/guardian or designee. A written notice of suspension will be hand-delivered or mailed to the parent/guardian within 24 hours.

As soon as possible, the teacher will ask the student's parent/guardian to attend a parent-teacher conference within 2 days regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and the Principal may attend if either the parent/guardian or teacher so requests.

A suspended student will not be returned to class during the period of suspension without the approval of the teacher of the class and the Principal. A student suspended from class will not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may attend the other periods of instruction. (Education Code 48910)

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. (Education Code 48913) The student may be placed on temporary Independent Study during the period of suspension.

2. Suspension From School by Principal, or Designee

a. Pre-suspension Student Conference

Suspension will be preceded by a conference conducted by the Principal, or designee, between the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the administrator. At the conference the student will be informed of the reason for the disciplinary action and the evidence against him/her and will be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the Principal, or designee, determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the pre-suspension conference is not held, both the parent/guardian and student will be notified of the student's right to return to school for the purpose of a conference. The conference will be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911(c))

b. Suspension Notice and Parent Conference

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to discuss the causes and duration of the suspension, and any other pertinent matters. The parent/guardian will also be notified in writing including the reasons for suspension and the date and time when the student may return to school. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911(d) and (f), 48914)

c. Administrative Actions

All requests for student suspension are to be processed by the Principal. A school employee will report the suspension, including the name of the student and the cause for the suspension, to the Principal or designee. A report identifying the reasons for suspensions will be compiled and submitted to the Board for its review (Education Code 48911(e)).

d. Extension of Suspension

Any extension of the original period of suspension will be preceded with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. The conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Principal or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911(g))

3. Suspension by the Board

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against a student, it may hold a closed session if a public hearing would lead to disclosure of information that violates a student's right to privacy under Education Code 49073 - 49079.

The Board will provide the student and parent/guardian with written notice of the closed session by certified mail or proof of service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request will be granted if made in writing within 48 hours after

receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy shall be held in closed session. (Education Code 48912 and 35146)

Authority to Expel

A student may be expelled only by the Board. The Board will expel, as required by law, any student found to have committed certain offenses listed in "Mandatory Recommendation and Mandatory Expulsion."

The Board also may order a student expelled for any of the acts listed previously in "Grounds for Suspension and Expulsion" upon recommendation by the Principal and/or Staff Council based on finding either or both of the following: (Education Code 48915 (b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Mandatory Recommendation for Expulsion

The Principal, or designee, will recommend a student's expulsion for any of the following acts, unless the Principal, or designee, finds that expulsion is inappropriate due to particular circumstances: (Education Code 48915)

1. Caused serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.

Mandatory Recommendation and Mandatory Expulsion

The Principal, or designee, will immediately suspend and recommend that the Board expel any student found to be: (Education Code 48915(c))

1. Possessing, as verified by a school employee, selling, or furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, and approved by the Principal or designee.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.

4. Committing or attempting to commit sexual assault or sexual battery.

Upon finding that the student committed any of these acts, the Board will expel the student and refer him/her to an alternative education program. The Board will set the review date for readmission for one calendar year from the date the expulsion occurred except on a case-by case basis the Board may set an earlier date. (Education Code 48916(a))

A student with a disability provided under the Individuals with Disabilities Education Act (IDEA) who brings a firearm to school may be removed from school for ten school days or less, and placed in an interim alternative educational setting that is determined by the student's individualized education program (IEP) team, for up to 45 calendar days. If the student's parents/guardians initiate due process proceedings under the IDEA, the student must remain in the interim alternative educational setting during the authorized review proceedings, unless the parents/guardians, school, and district agree on a different placement. Before an expulsion can occur, the IDEA requires a determination by a group of persons knowledgeable about the student on whether the bringing of a firearm to school was a manifestation of the student's disability. A student with a disability may be expelled only if this group of persons determines that the bringing of a firearm to school was not a manifestation of the student's disability, and the school follows applicable IDEA procedural safeguards before the expulsion occurs. Under IDEA, students with disabilities who are expelled in accordance with these conditions must continue to receive educational services during the expulsion period.

Expulsion Procedures

1. Student's Right to Expulsion Hearing (Education Code 48918(a))

The student is entitled to a hearing to determine whether he/she should be expelled. The hearing will be held within 30 school days after the Principal, or designee, determines that one of the acts listed in "Grounds for Suspension and Expulsion" has occurred. During this period, the student may be assigned work with an Independent Study Contract.

The student is entitled to one postponement of the expulsion hearing for a period of not more than 30 calendar days. The request for postponement will be in writing. Any subsequent postponement may be granted at the Board's discretion.

If the Board finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the Principal, or designee, may, for good cause, extend the time period by an additional five school days. Reasons for the extension will be included as a part of the record when the expulsion hearing is held.

Once the hearing starts, all matters will be pursued with reasonable diligence and concluded without unnecessary delay.

2. Written Notice of the Expulsion Hearing (Education Code 48918(b))

Written notice of the hearing will be mailed to the student and parent/guardian at least ten calendar days before the date of the hearing. The notice will include:

- a. The date, time, and place of the hearing.
- b. A statement of the facts and charges upon which the proposed expulsion is based.
- c. A copy of the school's disciplinary rules which relate to the alleged violation.
- d. The opportunity for the student or parent/guardian to appear in person or to employ and be represented by counsel.
- e. The right to inspect and obtain copies of all documents to be used at the hearing.
- f. The opportunity to confront and question all witnesses who testify at the hearing.
- g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

3. Waiver of the Expulsion Hearing and Timelines

A student and parent/guardian may request a waiver of the expulsion hearing and expulsion timelines. If the waiver is granted, the student and parent/guardian accept the description of the incident as an accurate charge and agree that the offense is grounds for expulsion under the Education Code. The expulsion recommendation and waiver will then be submitted to the Board for review and final action. The student and parent/guardian retain their right to meet with the Board in closed session. The student will be notified in writing of the final Board action.

4. Conduct of Expulsion Hearing

- a. Closed Session: The Board will conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student or parent/guardian requests in writing at least five days prior to the hearing that the hearing be a public meeting. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate whether the student should be expelled. If the Board admits any other person to the closed session, the parent/guardian, the student, and/or the counsel of the student will also be allowed to attend the closed session. (Education Code 48918(c))
- b. Record of Hearing: A record of the hearing will be made by any means, including electronic recording, so long as a reasonably accurate written and complete transcription of the proceedings can be made. (Education Code 48918(g))
- c. Presentation of Evidence: While technical rules of evidence do not apply to such hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion." Findings of fact will be based solely on the evidence and testimony presented at the hearing. While no evidence will be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure may subject them to an unreasonable risk of harm.

(Education Code 48918 (f) and (h))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search will be included in the hearing record.

(cf. 5145.12 - Search and Seizure)

d. Rights for Complainant: In a hearing in which a student is alleged to have engaged in sexual assault or sexual battery, the complaining witness will be provided with a copy of the applicable disciplinary rules. He/she will receive five days' notice prior to the scheduled testimony at the hearing. He/she will also be entitled to have two adult support persons of his/her choosing present during his/her testimony. All participants will be admonished that the hearing is confidential. Anyone being disruptive could be removed at the direction of the presiding hearing officer.

e. Rights for Closed Session: The complaining witness regarding allegations of sexual assault or sexual battery will have the right to have his or her testimony heard in a session closed to the public if the testimony might cause psychological harm to the complaining witness. Alternative procedures such as a videotaped deposition or contemporaneous examination in another location communicated to the hearing room would be accepted. The complainant may request that the hearing be postponed for one school day in order to accommodate his/her physical, mental, or emotional needs.

f. Prior Conduct Inadmissible: Evidence of specific instances of a complaining witness's prior sexual conduct is to be presumed inadmissible unless extraordinary circumstances exist requiring the evidence be heard, as determined by the presiding hearing officer.

g. Refrain from Contact: Whenever an allegation is made of sexual assault or sexual battery, the complaining witness and accused student are to immediately refrain from personal or telephone contact with each other for the duration of the expulsion process.

h. Subpoenas: Before commencing an expulsion hearing, the Board may issue subpoenas for the personal appearance at the hearing of any person who actually witnessed the infraction at the request of the Principal, designee, or student. After the hearing has begun, the Board, the hearing officer, or administrative panel may issue such subpoenas at the request of the student, the County Superintendent of Schools, or designee. All subpoenas will be issued in accordance with the Code of Civil Procedures 1985-1985.2 and enforced in accordance with Government Code 11525. (Education Code 48918(I))

i. Objection to Subpoena: Any objection raised by the Principal, designee, or student to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student before the meeting has begun. The Board's decision in response to such an objection will be final and binding. (Education Code 48918(I))

j. Sworn Declaration: A subpoena will not be issued if it would subject the witness to an unreasonable risk of harm by testifying at the hearing. However, the witness may be compelled to testify by means of a sworn declaration.

k. Decision Within Ten Days: The Board's decision on whether to expel a student will be made within ten school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

1. Decision Within 40 Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student will be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

5. Alternative Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom will be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel will conform to the same procedures as apply to a hearing conducted by the Board as specified previously in "Conduct of Hearing."

Within three school days after the hearing, the hearing officer or administrative panel shall determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student will be immediately reinstated.

If expulsion is recommended, finding of fact in support of the recommendation will be prepared and submitted to the Board. All findings of fact and recommendations will be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918 (f))

The hearing officer or administrative panel may recommend that the Board suspend the expulsion for a period of one year.

5. Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel must be taken by the Board at a public meeting. (Education Code 48918(I)) The Board will maintain a record of each expulsion, including its cause. Expulsion records will be nonprivileged, disclosable public records. (Education Code 48918(j))

6. Readmission Date and Rehabilitation Plan

Upon ordering the expulsion, the Board shall set a date when the student may apply for readmission to a school within the district. For a student expelled for an act listed in "Mandatory Recommendation and Mandatory Expulsion", this date will be one calendar year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date will be no later than the last day of the semester following the semester in which the expulsion occurred. The Board shall approve a plan for the student's rehabilitation, which may include: (Education Code 48916)

- a. Periodic review and assessment at the time of application for readmission.
- b. Recommendations for improved academic performance, tutoring, counseling, job training, employment, community service and other rehabilitation programs.

With parental consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Upon expulsion, a copy of the readmission procedures will be made available to the student and his/her parent/guardian.

8. Written Notice to Expel

The Principal, Board, or designee will send written notice of the decision to expel, or the decision to suspend the enforcement of the expulsion, and the educational placement for the term of expulsion to the student or parent/guardian within three days of the decision. The notice will inform the parent/guardian of the right to appeal such expulsion to the County Board of Education. (Education Code 48918 (i))

The notice also will inform the student and parent/guardian of his/her obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling school. (Education Code 48915.1 and 48918(i))

Suspension of Expulsion (Education Code 48917)

1. Upon voting to expel a student, the Board may suspend the enforcement of the expulsion order for one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. When deciding whether to suspend the enforcement of an expulsion, the Board will take into account the following criteria:

- a. The student's previous behavior.
- b. The seriousness of the misconduct.
- c. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

2. During this period the student will be on probationary status.

3. The suspension of the expulsion order may be revoked by the Lead Teacher/Principal or designee if the student commits any of the acts listed in "Grounds for Suspension and Expulsion" or violates any of the school's rules or regulations governing student conduct.

4. When the suspended expulsion is revoked, the student will be expelled under the terms of the original expulsion order.

5. Suspension of an expulsion order will not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. The appeal must be filed within 30 days of the Board's decision to expel.

6. The Principal, or designee, will send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student and parent/guardian. The notice will also inform the parent/guardian of the right to appeal the expulsion to the County Board.

Right to Appeal (Education Code 48919)

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation.

Expulsion Placements (Education Code 48915, 48916.1)

The Board will refer expelled students to a program of study that meets all the following conditions:

1. Is appropriately prepared to accommodate students who exhibit discipline problems.
2. Is not provided at a comprehensive elementary, middle, or high school.
3. Is not housed at the school site attended by the student at the time of suspension.

When such a placement is not available, expelled students may be referred to a program that is provided at another comprehensive elementary, middle, or high school.

The program for students expelled from grades K-6 will not be combined or merged with programs offered to students in grades 7-12. Students expelled from grades 7-12 may be offered independent study as a voluntary alternative to available classroom instruction with written consent by the student's parent/guardian.

Readmission (Education Code 48916)

On the date set by the Board at the time of the expulsion, the Board will consider readmission of the student. Readmission procedures will be as follows:

1. A written request for review of the expulsion action and a request for readmission will be submitted by the parent to the Principal, or designee.
2. The Principal, or designee, will hold a conference with the parent/guardian and the student to review the student's rehabilitation plan. If it is determined that the student has met the provisions of the rehabilitation plan, the student will be readmitted to the district. The student may be assigned to a classroom, another instructional program, a rehabilitation program, or any combination thereof.
3. The Board may deny readmission if the student has not met the conditions of the rehabilitation plan or if the student continues to pose a danger to campus safety, other students, or employees. If the

student is denied readmission, a determination will be made to either continue the student's assignment in the alternative educational program or to assign the student to another program that serves expelled students. The Principal, or designee, will notify the student and parent/guardian of the decision and the reasons for the denial.

Maintenance of Records

The school will maintain a record of each expulsion, including the cause therefore. The expulsion record will be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school. Records of expulsion are nonprivileged, disclosable public record. (Education Code 48918(j), (k) and 48900.8)

The Principal, or designee, shall notify the District about an expulsion from this school within five working days. (Education Code 48915.1)

Notifications and Reports

1. Notice to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the Principal, or designee, shall notify appropriate city or county law enforcement authorities of any acts of assault with a deadly weapon or possession of a firearm. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the Principal, or designee, shall notify appropriate law enforcement authorities of any acts relating to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind.

2. Reports to the State Department of Education

The school will maintain a record of each student's suspension or expulsion identified by the specific offense committed and will report the data to the State Department of Education.

Element K: Retirement System

Staff at TOLCS will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the school's employee policies. The school has elected to participate in the State Teachers Retirement System and Public Employees Retirement System and coordinates such participation, as appropriate, with the social security system.

Element L: Attendance Alternatives

Students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Element M: Description of Employee Rights

Employees of TOLCS will have the right to bargain collectively, through the process described in State law AB 631. For purposes of collective bargaining and EERA, TOLCS will be the sole employer of the charter school's employees. As the employer, TOLCS has the right to establish the maximum number of hours its employees may be expected to work, as well as the maximum cost of employee benefits payable by TOLCS. The maximum number of employee work hours will be described in the personnel policies of the charter school and the employment agreements. Paid sick leaves, maternity/paternity leave, personal leaves, and other non-paid leaves available to employees are detailed in the employee handbook.

Any employees who were employed by the Ukiah Unified School District prior to employment with TOLCS shall have no return rights to the Ukiah Unified School District.

Element N: Dispute Resolution Process

TOLCS Board of Directors shall maintain policies and processes for airing and resolving internal disputes including Uniform Complaint Procedures and Grievance Procedures.

Briefly, at the first level, any person expressing a complaint relating to a program activity, a possible violation of federal or state law, or the school's policies is encouraged to discuss the matter with the individual allegedly responsible for the inappropriate activity, or to discuss the matter with the Principal within three working days of the alleged act. If such a discussion does not resolve the matter or a discussion appears to be impractical, the complaint should be submitted in writing to the Principal with a copy to the school's Board within five working days of the alleged incident or knowledge of the incident. Within five working days of the receipt of the written complaint, the Principal will respond in writing with a copy to the school's Board. At the second level, if dissatisfied with the response, the complainant should contact the Board in writing with a copy to the Principal within three working days. Upon receipt of the complaint, the Board will investigate and determine if inappropriate activity has occurred. Within seven working days after receipt of the complaint, the Board will respond in writing to the complainant and will state whether or not inappropriate activity occurred and what steps will be undertaken to resolve the problem. At the third level, if the complainant is dissatisfied with the

resolution of the complaint by the Board, the complainant may wish to contact a state or national agency, and the school will terminate the internal complaint procedure.

In cases of alleged unlawful discrimination or failure to comply with state and/or federal laws, the school will follow its Uniform Complaint Procedures, which are posted in each classroom and are included in the school's family handbook.

All disputes between the charter school and the authorizing school district shall be resolved pursuant to the dispute resolution language contained in the Memorandum of Understanding between the parties, as it may be amended from time to time.

Element O: Labor Relations

For purposes of collective bargaining and EERA, TOLCS will be the sole employer of the charter school's employees.

Element P: The Procedures to Be Used If the Charter School Closes

While it is the intent of The Beginning Project to operate Tree of Life Charter School throughout the five-year renewal period, it is recognized that consideration of procedures for closing the school are required by law. It is the responsibility of the Board of TOLCS to make such a decision at a publicly-noticed meeting. The agenda item will include the reason for the school's closure and the anticipated date of the closure. Every effort shall be made to ensure that the closure occurs at the end of an academic year.

The California Department of Education, Mendocino County Office of Education, and all districts of student residence shall receive information including, but not limited to:

Charter school name, charter number, and CDS code

Date of closure action

Effective date of closure

Reason for closure

Parents/guardians and students of the charter school shall be notified as soon as possible when it appears that closure is imminent. The notification shall include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records. Parents/guardians shall also be provided with information about the closure notice, grade reports, discipline records, immunization records, transcripts, and other related information to support

transfer to another school.

Representatives of the Beginning Project and TOLCS shall establish a process to transfer records to other agencies or schools as required, including provisions for the Beginning Project to maintain all school records, including financial and attendance records, upon the school's closure.

The Beginning Project shall be responsible for an independent audit of TOLCS to be completed within six months of the school's closure. The audit shall be used to determine the net assets or net liabilities of the school, including cash and accounts receivable and an inventory of property, equipment, and supplies. It shall also include an accounting of the school's liabilities, findings or other investigations, loans, and unpaid staff compensation. The audit shall also assess the disposition of any restricted funds received by or due to TOLCS.

The Beginning Project shall be responsible for submitting any required year-end financial reports to the California Department of Education and Ukiah Unified School District in the form and time frame required and as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Upon completion of the closeout audit, the Beginning Project Board shall develop a plan for the repayment of any liabilities or the disbursement of any remaining assets of TOLCS, including the liquidation of assets to pay off any outstanding liabilities and the return of any restricted assets to their source. The Beginning Project may transfer the school's net assets to another public agency.

District Impact Statement

Enrollment Estimate

Tree of Life Charter School estimates that for the 2015-2016 school year its maximum classroom enrollment will be 120 students, and its expected enrollment will be 100 students. If applications are received from families who want or need a long-term Independent Study program, the school may choose to serve up to 15% of its total enrollment of students through this program. Over the next five years, the school may choose to expand by adding one additional class of 20-24 students for a site-based school maximum of 130 students.

Purchase of Support Services

TOLCS does not intend to request to purchase support services from the district at this time.

Processes and Policies

Processes and policies between TOLCS and UUSD shall be detailed in a Memorandum of Understanding, including: process, activities and fees for oversight of charter; content, processes, timelines, and evaluation criteria for annual review and site visits; regular, ongoing fiscal and programmatic performance monitoring and reporting; content, process, timelines, and evaluation

criteria for charter renewal; support service needs including Special Education.

Facilities

TOLCS owns one of its buildings and leases the others from the Redwood Empire Fairgrounds and Mobile Modular. It is highly interested in leasing facilities from the district, should they become available, but it does not intend to request the use of district-owned facilities through a Proposition 39 agreement at this time.

Legal Status of School

TOLCS is a public charter school operated by the Beginning Project, a duly constituted California Public Benefit Corporation, and governed in accordance with applicable California Corporations Code sections. This corporation is organized and operated exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Administrative Services

TOLCS provides its own administrative services and purchases some financial services from Mendocino County Office of Education. The school is administered jointly by the Board and the Board Cabinet, the Principal, and the Business Manager/Secretary.

Risk Management

The Board of Directors shall maintain appropriate risk management practices, including screening of employees, Health and Safety Policies, establishing codes of conduct for students, staff, and participating families, and procedures for governing financial transactions and dispute resolution. TOLCS purchases general liability insurance that includes general liability coverage, coverage for government codes and errors and omissions, automobile liability insurance, property insurance, and student professional liability insurance as part of the Joint Powers Agreements with Northern California Schools Insurance Group and Schools Excess Liability Fund. As part of the same JPA as the district, the district cannot be named as an additional insured. TOLCS purchases workers compensation insurance for all of its employees.

Civil Liability

Pursuant to Education Code Section 47604(c), an entity that grants a charter to 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 omissions by the charter school if the authority has complied with all oversight responsibilities required by law. TOLCS shall work cooperatively to assist the District in meeting any and all oversight activities required by law to ensure the District shall not be liable for the operation of the school. The corporate bylaws shall provide for the indemnification of the school's directors, officers, employees and other agents, as so stated in Article 3 Section 19.

Term

This charter renewal shall begin on July 1, 2015 and shall submit for a five-year renewal five years thereafter.

Dated: _____

Ukiah Unified School District

Dated: _____

Tree of Life Charter School