



Redwood Coast Montessori Charter Petition

Submitted April 16, 2012

For a Charter Term of July 1, 2013 through June 30, 2018

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CHARTER

OF

REDWOOD COAST MONTESSORI:

A CALIFORNIA PUBLIC CHARTER SCHOOL

Legal Affirmations

Redwood Coast Montessori hereby certifies that the information presented in this petition for a California public charter school to be named Redwood Coast Montessori (“RCM” or the “Charter School”), and to be located within the boundaries of the Arcata School District (“ASD” or the “District”), is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, Redwood Coast Montessori:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other state-wide standards authorized in state statutes, or student assessments applicable to students in non-charter public schools. [Ref. Education Code §47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Redwood Coast Montessori for purposes of the Educational Employment Relations Act. [Ref. Education Code §47605(b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code §47605(d)(1)]
- Shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case admission will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the charter school shall not be determined based upon the residence of the pupil or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code §47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Education Code §220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in §422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code §47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, §504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act 1990 and the Individuals with Disabilities Education and Improvement Act of 2004 (IDEIA).
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(C)]

- Shall ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or a report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- Shall follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:
 1. Redwood Coast Montessori shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
 2. Redwood Coast Montessori shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
 3. Redwood Coast Montessori shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605-47605.1]
 4. Redwood Coast Montessori shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
 5. Redwood Coast Montessori shall comply with all applicable portions of the No Child Left Behind Act.
 6. Redwood Coast Montessori shall comply with the Public Records Act.
 7. Redwood Coast Montessori shall comply with the Family Educational Rights and Privacy Act.
 8. Redwood Coast Montessori shall comply with the Ralph M. Brown Act.
 9. The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

Bryan Little, Lead Petitioner

Date

Introduction

Redwood Coast Montessori began the fall of 2005 as a single Montessori classroom on the Grant Elementary campus, a traditional public elementary school within the Eureka City School District. After four years, due to increasing fiscal concerns at the District level, RCM left Eureka City Schools and was converted into a Learning Center with its own campus under the oversight of Mattole Valley Charter School. For the past three years RCM has steadily grown in enrollment and services as a full-day 1st through 4th traditional Montessori program. With strong demand for increased enrollment and wider grade opportunities, Redwood Coast Montessori is now embarking on the next transition from a single classroom, learning center to a multi-classroom Independent Charter School.

Throughout the evolution of Redwood Coast Montessori, the one consistent characteristic, which has triggered growth in capacity and services, is the support of parents and children for the dedicated teachers and for the traditional Montessori method used at RCM. Based on the Montessori method, students at RCM are offered a rich curriculum that truly values the child and the natural development of the whole child. Redwood Coast Montessori classrooms are based on the Montessori approach of a carefully “prepared environment” that is filled with beautiful, long lasting materials that are engaging, age appropriate and pedagogically designed as self-correcting learning tools. Students spend long uninterrupted academic time following their own passion as they work their way through the curriculum. The curriculum is integrated throughout all grade levels and all subject matter in such a way that it allows for mastery of concepts at an individual pace that is appropriate for each child. Redwood Coast Montessori students thrive within this traditional Montessori environment as they are guided by dedicated loving teachers who value the individual needs of the child and emphasize the responsibility each child has to self, community and environment.

With the continued success of Redwood Coast Montessori, there has developed increased demand for expanding grade opportunities beyond 4th grade and to expand the scope of the community to introduce new families and children to the outstanding opportunities found within the Montessori method of instruction. With these goals in mind, a core group of Redwood Coast Montessori families, educators and supporters has committed countless hours to building the RCM community and developing an implementation plan for the growth of Redwood Coast Montessori into a K-8 Independent Charter School.

Biographies of the RCM Founding Team

Bryan Little, Lead Petitioner

Bryan holds an MA in Biological Sciences from Humboldt State University, a Clear Multiple Subject Teaching Credential and a Secondary Single Subject Teaching Credential in chemistry. He is a Highly Qualified, CLAD certified teacher with 10 years of teaching experience including curriculum development for high school chemistry and biology courses as an International Baccalaureate instructor. Bryan is currently pursuing a Tier 1 Administrative Service Credential (anticipated spring 2012).

Terri Vroman Little, Lead Teacher

Terri earned an MA Ed. from Humboldt State University - Special Studies in Elementary Montessori, has 18 years of teaching experience (6 years as a public Elementary Montessori teacher). Terri holds Elementary Montessori and pre-K Montessori Teacher Certification as well as a Multiple Subjects Clear Teaching Credential with supplemental authorization to teach English, is CLAD certified and Highly Qualified. She also holds a current Child Development Center Site Supervisor Credential. She has extensive experience with K-12 curriculum development and aligning elementary

Montessori materials and methods to current state education standards. Terri has held several board positions over the past 15 years, all with non-profits benefiting local children and youth.

Eric Van Duzer, Ph.D., Education

Dr. Van Duzer holds a doctorate in Education Policy, Organization, Evaluation and Measurement from U.C. Berkeley, a secondary teaching credential (inactive), and has been elected the chair of Humboldt State University's University Senate beginning spring 2012. As a faculty member he teaches assessment, measurement, research methods courses at the graduate level and technology in education and society courses at the undergraduate level. He has been the chair of the Academic Policies Committee for HSU over the past two years. He has been a member of curriculum committees at the department level, and chaired the college and university level committees.

Matt Johnson, Ph.D., Ecology

Dr. Johnson is a Professor and Chair of the Wildlife Department at Humboldt State University. Matt has over 15 years of teaching experience, and 5 years of experience in curriculum development, mostly in higher education but also as a consultant and visiting instructor for K-12 education. He has written a number of grants to fund ongoing research and also to offer special educational programs for students, such as international experiences, undergraduate mentoring programs, and fellowships for students traditionally under-represented in the sciences. For the past three years, Matt has also served on the board of a non-profit focused on conservation and environmental education.

Jessie Hunt, Montessori Educator

Jessie holds a BS from The Evergreen State College in natural science and ecology. She has 14 years Montessori teaching experience, a Primary Montessori certification from New England Montessori Teacher Education Center and a Child Development Center Lead Teacher Credential. Jessie has extensive experience in Montessori curriculum development, Montessori parent education and community outreach. She has also served as a member of the Six Rivers Running Club Board of Directors for the past 7 years.

Dan Flockhart, Math Educator and Curriculum Developer

Dan holds an M.A. in Education from Humboldt State University. He is a former middle school math teacher (grades 5-8) and the author of several math programs. He has taught college success courses at College of the Redwoods and is currently an advisor for students who major in Liberal Studies Elementary Education at Humboldt State University, where he also teaches a math fieldwork course.

Jay Scrivner, English/Language Arts Educator

Jay Scrivner currently teaches English at College of the Redwoods as an associate faculty member. He received a teaching credential and reading certificate from Humboldt State University and graduated from the University of Washington with an MFA in writing and the University of Denver with a BA in English, minoring in Art and Italian. Jay has over 10 years of experience evaluating and developing English curriculum for students of all ages.

Wendy Riggs, Science Educator

Wendy has a Single Subject Science Credential, is CLAD certified, and has a Master's degree in Biology from The University of Maryland. She taught science in grades 9-12 at Eureka High School from 1999-2004 and currently teaches biology, zoology and physiology to pre-nursing students at College of the Redwoods.

Table 1 Founding Team Areas of School Development Expertise

	Curriculum development	Testing (admin.)	Recruitment /Outreach	Site Development	Finance/Budget	Hiring/Personnel	Grant Writing
Bryan Little	X	X		X	X	X	X
Terri Vroman Little	X		X			X	
Eric Van Duzer	X	X				X	X
Matt Johnson	X		X	X	X	X	X
Jessie Hunt	X		X			X	
Dan Flockhart	X	X			X	X	X
Jay Scrivner	X	X		X		X	X
Wendy Riggs	X	X	X			X	X

A. Educational Program

Governing Law: 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. Education Code Section 47605(b)(5)(A)(i).

Mission Statement

The mission of Redwood Coast Montessori is to serve a diverse population of elementary and middle school children (K-8) in the Humboldt County area by providing children with a high quality educational option based on the Montessori method.

Vision Statement and Educational Goals

Redwood Coast Montessori maintains as part of its mission a commitment to a specific vision that emphasizes the needs of the child, the community and the earth. Although each of our vision statements are interwoven together to form the foundation of our core philosophy, our vision for each child is based on key educational goals.

For the Child

- Create a positive attitude toward school and learning
- Build habits of concentration and organization for lifelong study skills
- Foster an abiding curiosity and a sense of high self-esteem
- Encourage habits of initiative and persistence
- Instill an inner discipline and sense of order
- Develop sensory motor skills to sharpen the ability to discriminate
- Cultivate peaceful interactions, empathy and compassion
- Honor the child's natural desire to learn, to be helpful, and to contribute
- Nourish the child's spirit, imagination, creativity and intellect to achieve their highest level of academic achievement
- Enable students to become self-motivated, competent and lifelong learners

For the Community

- Build a cohesive school community
- Cultivate an understanding of our connectedness to each other
- Reach out to the community outside the school to provide opportunities for connection

For the Earth

- Connect with nature and encourage respect for our environment
- Honor our environment and our place in the global community

Target School Population

Redwood Coast Montessori Learning Center is currently in its third year of operation as an elementary program under the oversight of Mattole Valley Charter School. The operational model in place for RCM is as a classroom based (1st – 8th grade) Montessori program. Although this model has enjoyed great success to date with steady growth in enrollment, there are significant limitations to RCM's ability to grow both in terms of enrollment and educational capacity while under the oversight of Mattole Valley, which uses a non-classroom based model for most of its programs. There is a very strong interest in Montessori education among families living in the District and surrounding

communities.

True to our mission, Redwood Coast Montessori is targeting a diverse population of students in grades K-8 who have an interest in pursuing a Montessori approach to education. RCM will target a wide range of students that represent both the ethnic as well as economic diversity found within the District.

Based on the current population of students at Redwood Coast Montessori Learning Center, we anticipate attracting students with the following unmet needs:

- Students who have been unsuccessful at their traditional public school from in grade levels K-8 and at all academic levels due to their unique or individualize learning style
- Students who are seeking a more student centered approach to education where progress is aligned with mastery rather than prescribed grade level progress
- Students who are seeking a Montessori approach to education

Based on projected growth estimates, Redwood Coast Montessori Learning Center intends to open a 2nd classroom for the fall of 2012 to accommodate students in the upper elementary program and to incorporate the kindergarten year with the lower elementary program.

Beginning in the fall of 2013, Redwood Coast Montessori intends to open with approximately sixty students in grades K-7 (Table 2) during our first year as an independent charter school. The majority of these students will be in grades K-5, however, we plan on a small number of 6th and 7th grade students.

By the fall of 2014, Redwood Coast Montessori will add the final grade authorized under this charter. RCM will serve all grades from kindergarten through eighth grade with a total projected enrollment of approximately 100 students. In subsequent years, RCM is projected to experience a small amount of additional growth for a total enrollment of approximately 125 Redwood Coast Montessori students (see Appendix A for number of classrooms, teachers and teacher's aides necessary to serve anticipated enrollment) by the final year of the charter term.

Table 2 Five Year Growth Plan for RCM

Grade/Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
K	8	10	10	10	10
1	10	15	15	15	15
2	10	15	15	15	15
3	9	15	15	15	15
4	8	14	15	15	15
5	8	13	13	15	15
6	4	9	13	13	15
7	3	5	9	13	13
8	0	4	5	9	12
Totals	60	100	110	120	125

Redwood Coast Montessori's approach to educating children is based on creating inquisitive, independent thinkers who have a love for learning and an interest in the Montessori method. As such there is no one target population best suited to a Montessori education. The origins of Maria

Montessori's work in education was initially directed toward those students that did not fit into the tradition school system. At Redwood Coast Montessori, every effort will be made to attract a wide range of students from a variety of backgrounds that is reflective of the diversity found in the Arcata School District. RCM staff will promote our school and the opportunities it affords families by engaging in, but not limited to the following (see section G for a full description of RCM outreach and recruitment objectives):

- Orientation sessions for prospective students and families
- Outreach and marketing
- Presentations at local civic and community groups
- Outreach to local child care and preschool programs

Redwood Coast Montessori's core philosophy is to encourage and nurture the whole child, true to Dr. Maria Montessori's educational vision. Our goal is to foster competent, responsible, and independent citizens who love learning and respect themselves, other people and their environment. It is our highest honor to respect, protect and celebrate childhood.

What Does it Mean to be an Educated Person in the 21st Century?

A key element of an educated person in the 21st century is an intrinsic motivation for lifelong learning and critical thought. Montessori education fosters an innate desire present in all children for a better understanding of the world around them. Through collaborative and independent work, Montessori children are encouraged to explore their world around them and to take an active part in their own education.

Montessori trained students will learn the importance of structure and peaceful resolution to conflict. Students learn to internalize the basic ground rules of a well functioning community. They are encouraged to address themselves, their classmates and teachers with respect and honesty. Redwood Coast Montessori students learn the importance of social responsibility through non-judgmental discussion and adherence to the basic tenant that compromise is an essential part of peaceful resolution.

Essential to a well educated person is the ability to be creative and pursue original thought. The basic format of Montessori education relies heavily on extended academic work sessions in which students are provided the opportunity to challenge themselves academically and creatively based on their own needs and interests. Montessori students traditionally excel at an environment that requires independent thought and motivation. Redwood Coast Montessori teachers provide students with the opportunity to take a creative approach to learning in a prepared environment that challenges students to master new concepts at their own pace.

At Redwood Coast Montessori, we embrace the educational need for positive change from a one size fits all model to one that is truly student centered, where each student takes ownership of their own educational path based on repetition until mastery. RCM students will demonstrate the following characteristics:

- strong knowledge of academic content
- problem solving capability
- creativity and the ability to work with multiple ways of representation
- motivation to learn, intellectual independence, and ability to self-educate
- communications skills (oral, written, teamwork, and interpersonal skills)
- global awareness, vision, a sense of human responsibility and ethics

RCM students will develop each of these characteristics through:

- Long uninterrupted academic work time
- Use of a wide range of Montessori activities and materials that are available to students on a daily basis
- Repetition of lessons and skills until mastery for each concept
- Collaborative work in multi-age classrooms that emphasize the importance of becoming a “teacher” for other students once mastery has been achieved
- Use of the Peace Table and respectful communication as a path towards peaceful resolution and cooperation
- Regular fields trips outside the classroom and study of global cultures

Each of these attributes of RCM will foster a sense of confidence among the students as they progress from concrete to abstract thought. With increased understanding of the material, Montessori students are well positioned for mastery of the concepts(s) as they transition into becoming teachers within the community. This natural progression that Redwood Coast Montessori teachers foster with their students is the critical element of becoming a self-motivated, competent and educated person in the 21st century. (See Appendix G for research based studies supporting the value of a Montessori education on development of self-motivated, competent, life-long learners.)

School Year/Calendar

Redwood Coast Montessori shall adhere to the required minimum annual instructional minutes for the grade levels served. The kindergarten through 3rd grade program shall begin at 8:00 AM and end at 2:15 PM each day. Each day will include a 30-minute lunch period and the teachers will include a minimum of 30 minutes for physical education. Students in grades 4th through 8th will begin the day at 8:00 AM and end at 2:45 PM.

The academic year will begin on or before September 10 each year and will include Arcata School District designated holidays as per Education Code 37220 and 45205. There shall be at least 180 instructional days per year (See Appendix J for 2013 – 2014 school year calendar), which will provide at least 50,400 annual instructional minutes for students K – 3rd grade and a minimum of 54,000 annual instructional minutes for the 4th through 8th grade students per academic year pursuant to Education Code §47612.5(a)(1)(A)-(C).

School Attendance

School attendance is critical to the academic and social success of each student and the development of the school community. Redwood Coast Montessori will strive for a minimum of 95% attendance among all students. Parents and students will be informed about the RCM attendance policies and expectations. If attendance becomes a concern, the following steps will be followed:

1. Parents and/or guardians will be contacted by the teacher and/or director
2. Redwood Coast Montessori will assist the family to overcome attendance obstacles
3. If attendance continues to be a problem, RCM will follow Arcata Schools SARB protocol

Description of how Learning Best Occurs

Redwood Coast Montessori was founded based on the teachings and pedagogy of Maria Montessori. Her philosophy of education is the guiding principle behind our method of instruction and the design of our school. The Montessori approach to education is one of the most respected and well-established pedagogies throughout the world. Montessori schools have been successfully nurturing and educating children from all walks of life, all socio-economic backgrounds, and all levels of academic skills for over 100 years.

The Student

Montessori saw children as far more than simply scholars. In her view, each child is a full and complete human being, the creator of the adult man or woman he or she will become. Even when very young, the child shares with the rest of humanity hopes, dreams, fears, emotions, and longing. From her perspective, this goes beyond mental health to the very core of one's inner spiritual life. Montessori consciously designs social communities and educational experiences that cultivate the child's sense of independence, self-respect, love of peace, passion for self-chosen work done well, and ability to respect and celebrate the individual spirit within people of all ages and the value of all life.

The Environment

The environment is designed to meet the needs, interests, abilities, and development of the children in the class. The teachers will design and adapt the environment with this community of children in mind, rapidly modifying the selection of educational materials available, the physical layout, and the tone of the class to best fit the ever-changing needs of the children.

Adapted from Tim Seldin and Jonathan Wolff's "Building a World-Class Montessori School," the three core concepts, used by Redwood Coast Montessori as a basis for how learning best occurs, are as follows:

Concept 1: A child-centered environment

- **Active Learning:** In RCM classrooms, children not only select their own work most of the time, but also continue to work with tasks, over many weeks or months, until finally the work is "so easy for them" that they can teach it to younger children. Observing and making note of student's progress through the stages from first lesson to mastery is one of many ways that RCM teachers use to confirm that students have reached mastery of each skill.
- **Hands On Learning:** In Redwood Coast Montessori, students rarely learn from texts or workbooks. In nearly all cases, direct personal hands-on contact with either real things under study or with concrete models that bring abstract concepts to life allow children to learn with much deeper understanding.
- **Spontaneous Activity:** It is natural for children to wiggle, touch things, and explore the world around them. At RCM, we encourage children to move about freely, within reasonable limits of appropriate behavior. Much of the time they select academic work that captures their interest and attention, although teachers also strive to draw their attention and capture their interest in new challenges and areas of inquiry. Within this atmosphere of spontaneous activity, students are expected to master the basic academic skills and standards of their grade level.
- **Self-directed Activity:** One of Montessori's key concepts is the idea that children are driven by their desire to become independent and competent beings in the world, to learn new things and master new skills. For this reason, outside rewards to create external motivation are both unnecessary and potentially can lead to passive adults who are dependent on others for everything from their self-image to permission to follow their dreams. In the process of making independent choices and exploring concepts largely on their own, Redwood Coast Montessori children get support and encouragement to construct their own sense of individual identity and right and wrong.

Concept 2: A responsive prepared environment

- **Mixed age groups:** Redwood Coast Montessori classrooms gather together children of two, three, or more age levels into a group. Children remain together for several years, with only the oldest students moving on to the next class at year's end.

- **A Family Setting:** RCM classrooms are communities of children and adults. As children grow older and more capable, they assume a greater role in helping to care for the environment and meet the needs of younger children in the class. The focus is less on the teachers and more on the entire community of children and adults, much like one finds in a family setting.
- **Cooperation and Collaboration Rather Than Competition:** Redwood Coast Montessori students are taught and encouraged to treat one another with kindness and respect. Insults and shunning behavior tends to be rare. Instead RCM children typically have a great fondness for one another, and resist the urge for one-up-manship and needless interpersonal competition. When conflicts do arise, students use the peace table communication process to resolve the conflict. Similarly, teachers recognize that children are learning at their own pace and refrain from comparing students against one another.

Concept 3: A focus on individualized progress

- **Freedom Within Limits:** Redwood Coast Montessori children enjoy considerable freedom of movement and choice, however their freedom always exists within carefully defined limits on the range of their behavior. They are free to work and behave within appropriate to the ground rules of the community, but redirected promptly and firmly if they cross over the line.
- **Intrinsic motivation to learn:** At RCM, children do not work for grades or external rewards, nor do they simply complete assignments given them by their teachers. Children learn because they are interested in things, and because all children share a desire to become competent and independent human beings.
- **Universal virtues:** Children attending Redwood Coast Montessori learn not only appropriate patterns of polite behavior, but they learn to instill basic universal virtues within their core personality. These virtues include self-respect, acceptance of the uniqueness and dignity of each person we meet, kindness, peacefulness, compassion, empathy, honor, individual responsibility, and courage to speak from our hearts.
- **Global Understanding:** Redwood Coast Montessori students are encouraged to develop an international outlook of the world. By attracting a diverse student body, representing many ethnic, religious and international backgrounds, RCM students learn to appreciate diversity within the school and community and to develop a global perspective.
- **Service to Others:** Based on the core philosophy of Montessori education, RCM students are encouraged to consciously organize programs of community service ranging from daily contributions to others within the class or school setting, to community outreach programs that allow children and adults to make a difference in the lives of others. The fundamental idea is one of stewardship.

Benefit of Montessori Education

Montessori education was founded in 1907 by Italian physician, Dr. Maria Montessori. The goal of Montessori education is to develop the whole personality of the child which lies dormant within, waiting to be brought forth. This is the original intended meaning of the word 'education' from its Latin root word 'educare', which means 'to lead forth'. Dr. Montessori believed that children learn best by doing, not by passively accepting other people's ideas and pre-existing knowledge. She also believed that each child is born with a unique potential that is waiting to be revealed with guidance, rather than

as a "blank slate" waiting to be written upon. "A child's work," she wrote, "is to create the man he will become. An adult works to perfect the environment, but a child works to perfect himself."

Montessori education has a long history of success with children of all academic levels and cultural backgrounds. Key elements of the Montessori Method have remained largely unchanged for over 100 years, including an emphasis on: a child-centered environment, a responsive prepared environment, and a focus on individual progress and development. Extensive research has been conducted on Montessori programs in a variety of school districts across the U.S. including underserved and low performing districts and with children of all age groups (See Appendix G for empirical research from U.S. Montessori schools). Based on this research, Montessori education provides many impactful opportunities for students in which "[Montessori] students perceived their schools as a more positive community for learning, with more opportunities for active, rather than passive, learning" Rathunde, K. (2003). Similar findings by Dohrmann, K. (2003) support the hypothesis that "Montessori education has a positive long-term impact [on student progress]."

Standards Based Education

Redwood Coast Montessori shall be a standards-based school, where research-based instructional methods and strategies are implemented to deliver standards-aligned curricula. The National Core Content Standards and the California State Academic Content Standards are designed to provide focus and direction to all public school instruction. Montessori Education provides an outstanding opportunity for teachers to meet these standards in a child-centered environment designed to promote self-motivated, competent, life-long learners (see Appendix I for a narrative description of a typical day at RCM).

The curriculum used by Redwood Coast Montessori teachers is carefully aligned with California State Standards (see Appendix D for alignment of Montessori curriculum to State standards). Development of the RCM curriculum is based on the work of Norman Lorentz, an expert in the field of public Montessori education. The model outlined in Appendix D has proven itself to be highly effective with public Montessori schools in California. This model has been used for over 10 years by the California Montessori Project charter schools and by River Montessori, a public Montessori charter school in Petaluma (see Appendix H for API scores from California Montessori Project and River Montessori).

Curriculum and Content

Children enrolled in Redwood Coast Montessori will follow an educational sequence based on the model established by Maria Montessori. In this model, children pursue an enriched education in three-year, multi-age classrooms. For Redwood Coast Montessori students, this will begin with a K through 2nd grade class. Following the successful completion of the lower elementary level, Montessori students will progress to a 3rd through 5th grade higher elementary class. In addition, the vision of RCM is to include a middle school component to the program. The middle school program will be based on multi-age classrooms for children in the 6th through 8th grades.

Redwood Coast Montessori will continue to focus on the NCLB core academic subjects including English/language arts, mathematics, science, history/social studies, world languages and visual/performing arts. Montessori curriculum, used by RCM, is designed to be self-correcting with an emphasis on mastery before moving on to more advanced levels. In addition, RCM also provides students with a fully enriched environment that includes physical education, community building, collaboration and respect for self, peers and the environment. All core-subject curriculum is carefully aligned with the California State Standards. Similarly, the educational program used by Redwood Coast Montessori is based on key Montessori elements:

- Carefully prepared, inviting environment

- High quality, beautiful time tested Montessori learning materials that are self-correcting
- Sequential curriculum with emphasis on mastery before moving on
- Community projects such as gardening, cooking and maintaining the classroom
- Whole-group, small-group and individualized instruction
- Long periods of uninterrupted work time
- Emphasis on individual responsibility and choice in learning where, with guidance from the teacher, students learn and set goals according to developmental readiness
- Opportunities to research and report on topics of individual interest
- Strong emphasis on collaboration, building a sense of classroom and school community, and philosophy of service to the greater community
- Multi-aged classroom where younger children enjoy older role models and older children teach skills they have mastered to their younger classmates
- A peace table where children practice taking responsibility to resolve interpersonal conflicts
- Emphasis on grace and courtesy

Adherence to these key elements and use of Standards-based curriculum [See Appendix D for a description of RCM curriculum], will allow teachers to differentiate instruction to meet the needs of all students enrolled in Redwood Coast Montessori.

This approach has been met with great success by several other Montessori public charter schools in California. The California Montessori Project, a multi-site/multi-District program and River Montessori in Sonoma County have used the curriculum model as developed by Norman Lorenz and as outlined in Appendix D since their inception (see Appendix H for APIs for these schools). Similarly, the California Department of Education in its May, 2011 site visit to River Montessori stated:

“The School has a curricular plan that guides the work of faculty and staff, and allocates sufficient resources to implement the plan. The curriculum is rigorous, relevant, and appropriate to the needs of all students.”

Instructional activities for Redwood Coast Montessori will take place primarily in a traditional classroom that has been carefully designed with high quality materials (see Appendix A for a 5 year projected listing of number of students, classrooms, teachers and aids). For Montessori students, there is also a strong emphasis on learning about the world outside the classroom. With this in mind, regularly scheduled field trips are included in the curriculum to expose students to cultural as well as educational opportunities in the local area.

When appropriate, students are encouraged to make use of the Internet and student computers during the daily academic periods. While studying topics of individual interest, students have the opportunity to use computers for Internet research. Word processing and/or presentation software is available to enhance a student’s report to the class. Students are able to gain experience with these valuable resources and acquire important computer literacy skills. Beyond the need for student computers and associated hardware, technology does not play a key role in Montessori education, rather there is a much greater emphasis on active learning through the use of high quality, self-correcting materials and hands-on activities.

At its core, Montessori education is a pedagogical strategy that encompasses the needs of all learners regardless of their educational level. Montessori education emphasizes mastery of specific skills with high quality self-correcting materials. With this approach to instruction, RCM is designed to accommodate students of all levels including remedial and accelerated learners. One important aspect of this approach to education is the multi-age classroom that provides the opportunity for children to

learn from and teach each other. With this format, students become teachers once they have mastered specific skills. This provides enhanced opportunities for those students that are working at an accelerated pace to assist those students that have not yet fully mastered what they are working on. The “teaching” student reinforces his/her knowledge of the topic while presenting it to the “learning” student. There is also no upper limit to the level of the curriculum. Once students have mastered a skill or a concept, they are welcome to move on with their work at a pace that is comfortable and engaging. Similarly, for those students that are struggling with a particular concept or area of the curriculum, there is ample opportunity for repeated practice as the student learns from other students as well as the teacher. There is no undue pressure on students to “move through” the material except at a pace that is beneficial for the student [see Harris (2004) and Reed (2000) - Appendix G for supporting research].

In addition to Montessori-trained, California credentialed teachers, RCM classrooms will make use of NCLB qualified classroom aides to provide more opportunities for one-on-one instruction with those students that are in need of additional focused attention. Similarly, daily classroom instruction will be augmented by qualified teachers who will provide instruction in art, music and PE.

RCM will provide after-school care for families that need child-care beyond the regularly scheduled school day. The afterschool care program will be a fee-based program. Fees will be used to cover the cost of additional classroom aides and monitors not listed in the budget. RCM will seek State and Federal grant funding to help defray costs of the after-school program for families that meet the Income Eligibility Guidelines as outlined in the National School Lunch Program.

Educating Special Populations

Maria Montessori’s study of education and the development of what has grown into one of the most respected methods of educating children began with 60 unruly children who were considered to be beyond the normal systems of education available at the time. The model Maria Montessori created has grown in popularity and success throughout the world in part because of its concrete approach to educating the whole child in a carefully prepared environment. This type of education based on independent work in multi-age classrooms is ideally suited for children of all academic levels.

Plan for students who are academically low achieving

The very foundation of Montessori instruction is ideally suited students of all academic levels. Montessori teachers are trained to use their observational skills to match student’s developmental needs with age-appropriate materials and activities. Children who are low achieving are directed to work with manipulatives that are engaging and allow the child to develop mastery before moving on to more abstract thought and work.

For those children who are underachieving, based on established assessment tools (see Assessment Tools Section C), an Individual Learning Plan (ILP) will be created. Although the ILP process will be targeted towards low performing students, an ILP can be recommended for any student by teachers, parents or administrators.

The formation of the ILP will be based on input from all stakeholders including, but not limited to the following:

- Students:
Participate in the development and maintenance of their ILPs with direction and support from parents/families and school personnel practice the skills to become self-directed

advocates for their own learning

- Educators:
Active participants in the ILP process they share responsibility for facilitating development and implementation of the ILP ensure students have regular and multiple opportunities to review and revise goals, plans, and reflections
- School counselors, administrators, staff:
Actively engage with each educator to provide support in the form of resources, testing and collaboration with the goal of creating an ILP that is responsive to the needs of each student and to help monitor its effectiveness.
- Families:
Will have full access to their child's ILP are actively involved in the ILP process engage in conversations with their children about their choices, learning experiences, and future goals have input into their child's education

Each ILP will address the following criteria:

- Student performing more than one level below his/her actual grade level
- Student not on track to make at least one grade level of growth in reading, writing, and math
- Student does not meet the two criteria above but has persistent challenges with the school's academic or behavioral expectations

Additional support will be recommended for any student with an ILP that indicates that he/she is at risk of one these criteria. Additional support will include, but not necessarily limited to the following:

- Cross-age Instruction - The Montessori Method is designed to make use of cross-age instruction through multi-age classrooms. This type of instruction is a standard part of daily learning for all students. However, for the low achieving student, it may be necessary for the teacher to take a more active role in facilitating positive and productive cross-age instruction between the low achieving student and specific students who will be able to provide high quality tutoring.
- In-class Instruction - Redwood Coast Montessori instructional staff will engage in a wide range of best practices in order to meet the needs of students achieving below grade level. Research based prevention/intervention curriculum will be used along with strategies such as differentiated instruction, 1-on-1 support, small group learning, and staff collaboration.
- Mentoring - Community volunteers, including family members of Redwood Coast Montessori children, students from local colleges, and senior citizen volunteers, will be invited to work 1-on-1 and in small groups with students that would benefit from additional academic support. The director of the charter school will implement and oversee the mentoring program to ensure that the appropriate screening and background checks are administered. Students and mentors will be matched based on needs of the student and skills of the mentor, as well as compatible personalities.
- Response to Instruction and Intervention (RtI²) - The Core Components of the RtI² process, as outlined by the CA Dept. of Ed, will be used for supporting below grade level students. Classroom teachers shall engage in the following RtI² strategies:
 - Use high quality, research-based classroom instruction and materials to provide all students with a culturally relevant, standards-based instruction. The use of a prepared environment with high quality, relevant materials is a key feature of Montessori method of instruction. All RCM teachers shall be highly qualified teachers, trained in the use of Montessori materials and a research-based approach to instruction.

- Universal screening of all students through continuous monitoring to determine their performance in relation to grade-level benchmarks, standards and potential indicators of academic and behavioral difficulties. At Redwood Coast Montessori, teachers emphasize data collection on each student on a daily basis. Data includes observations of formal and informal classroom academic and behavioral performance. Targeted assessments (Section C), portfolios, CSTs, and grade level collaborative conferences with other teachers and parent conferences. Data will be closely monitored to determine student progress and to identify the need for differentiated instruction and/or the need for further intervention.
- Continuous classroom progress monitoring through daily data collection. RCM teachers will use daily data collection for each student to identify those students in need of targeted or modified instruction, access to different learning materials or specialized behavioral needs. Data collected by teachers is designed to chart each students' progress towards meeting grade specific learning and behavioral goals and expected standards including a timeline for achieving measurable goals.
- Use of research-based interventions for those students that are not achieving adequate progress as indicated by the RtI² process and the timeline established for achieving established goals. Similarly, response to instruction and intervention will be evaluated to determine the appropriateness of the interventions and cumulative progress.
- Maintain a continuous and consistent delivery of instruction and intervention specific to the learning and/or behavioral needs of the student. All Redwood Coast Montessori teachers are highly qualified teachers, trained in the use of multiple assessment, data analysis and research-based instructional practices. RCM teachers and staff will work collaboratively as grade level teams to analyze student data and develop an implantation and monitoring plan for each ILP.
- Seek active parent/guardian participation in all stages of the ILP process. RCM understands that parents/guardians are essential to the academic and behavioral progress of their child. RCM teachers will use regular parent conferences and written records to keep parents informed about the progress of their child(ren), including appropriate communication with non-English speaking families.
- Use cumulative data, collected through the RtI² process, to recommend students for special education support when appropriate. RCM teachers will use formative and summative assessments, daily learning and behavioral data, and student progress towards achieving measurable goals to assess their need for special education services.

In the event of a special education referral, Redwood Coast Montessori will follow best practices (see “Plan for Students with Special Education Needs”) and will make use of Special Education Staff through Arcata Schools as the need arises and as outlined in an MOU (see Appendix B).

Plan for students who are academically high achieving

Engaging age-appropriate work, a multi-age classroom and long periods of independent work are foundational to the Montessori approach to education. In this environment, students have few restrictions to their progress. Academically high achieving students are not limited by their grade level, once mastery with a concept has been achieved, they shall be guided towards more abstract and challenging work that is age-appropriate and provides unlimited access to academic advancement and

achievement. In addition, with the multi-age classroom approach to education, high achieving students often become “teachers” for their classmates, helping to internalize their own personal knowledge and confidence.

A G.A.T.E. assessment will be administered to all third graders at the end of the third year. Other students, who are in fourth grade or above, may take the G.A.T.E. assessment based upon teacher or parent recommendation. Students can qualify for G.A.T.E. by meeting 2 out of 3 of the following criteria:

1. 96% or above on the Naglieri or a similar assessment
2. Scoring advanced in language arts and/or math on the CST
3. Teacher recommendation

For all students, including G.A.T.E. identified students, teachers, students and parents will work together to modify the classroom curriculum to ensure that it challenges, engages and meets the needs of the gifted student.

Plan for students who are English Learners

Redwood Coast Montessori will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Redwood Coast Montessori will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Redwood Coast Montessori will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

Redwood Coast Montessori will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

The self-correcting materials used in a Montessori classroom are designed for children of all literacy levels including EL students. Redwood Montessori teachers shall design lessons that allow for full access to classroom materials and all concepts studied.

All credentialed RCM teachers responsible for teaching EL students will hold the appropriate credential including one of the following: CLAD, BCLAD or SDAIE.

Redwood Coast Montessori teachers will include, but are not limited to, the following best practices in working with EL students:

- Implement curricula targeting higher order thinking skills
- EL students will receive daily small group instruction in English language development
- EL students will receive daily instruction based on best practices including modeling, scaffolding, accessing and building upon prior knowledge and vocabulary development
- Make sure EL students have access to English speaking peers
- Evaluate the proper timing of English development and do not force it upon students before they demonstrate their readiness
- Use of a wide variety of literature sources
- Show respect for EL student's primary language and culture

In addition, Redwood Coast Montessori shall adhere to the following:

- RCM will report the number of EL students attending to the district and the state.
- A CELDT trained staff member will administer all assessments for language proficiency for EL students as outlined above.
- Parents will receive written notification of their child's CELDT scores.
- EL students who are not making appropriate academic progress will be referred to the ILP for additional support.

CELDT Proficiency levels will be used as a benchmark to evaluate English Language Development, effectiveness of instruction and ability of EL students to access content based on the following levels:

1. **Beginning:** Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

2. **Early Intermediate:** Students performing at this level of English language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

3. **Intermediate:** Students performing at this level of English-language proficiency begin to tailor their English-language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

4. **Early Advanced:** Students performing at this level of English-language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

5. **Advanced:** Students performing at this level of English-language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the English-proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

Each student's EL plan will be modified as needed based on teacher and parent input, evaluation of progress based on ELD standards and annual CELDT testing.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for EL students in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.

- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

Plan for students with Special Education Needs

Montessori education is founded on a principle of inclusion. Redwood Coast Montessori believes strongly that classroom communities become stronger and education of the whole child is better served by an environment that is based on diversity including special needs children with an Individual Education Plan (IEP) or 504 plan as identified through Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Section 504 Special Needs

The 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 (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School 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 the Charter School. 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 Charter School.

A 504 team will be assembled by the School Director and shall include the parent/guardian, the student (where appropriate) 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which 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 including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence 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 IDEIA, a referral for assessment under the IDEIA 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 a 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 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 School Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she 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.

Services for Students under the "IDEIA"

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. **The language that follows is not***

meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, after two years of operation under this charter, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development,

modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is the Charter School's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

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

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

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

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

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District’s general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School’s understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the School Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School’s understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District’s IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA polices in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate

authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

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

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School 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 Charter School student necessary to protect its rights.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation,

programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Plan for students who choose to withdraw from RCM

For any student that chooses to withdraw from Redwood Coast Montessori, the School Director will make every effort to assist the parents/guardians of the child to find an acceptable school placement that better suits their needs. RCM will also make sure to forward the complete cumulative file for the student to his/her new school within 30 days from their last day of attendance at RCM.

B. Measurable Pupil Outcomes

Governing Law: 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. Education Code Section 47605(b)(5)(B).

At Redwood Coast Montessori, teachers and staff work to develop individualized learning goals and objectives for each student based on their developmental and academic readiness. True to the Montessori Method, individualized learning goals are set based on a student-centered approach in which the teacher makes careful observations of student activity and performance in the classroom and then works with the child to help guide them towards curriculum that is age appropriate and at a level that will provide appropriate academic challenge. Using time-tested, high quality manipulatives and Montessori curriculum, students are able to select those materials and learning strategies that best fit their needs and interests within the guidelines set by the trained Montessori teacher. By aligning Montessori pedagogy and curriculum with California State Standards (see Appendix D) Redwood Coast Montessori is able to provide highly individualized Montessori instruction that can be assessed through measureable, grade-level outcomes. Student outcomes are based on subject specific goals and objectives.

Subject specific Goals and Objectives

Pupil outcomes assessed by Redwood Coast Montessori staff are based our vision for each child as outlined at the beginning of this charter. Classroom-level skills and attitudes are used to help determine student outcomes listed in Table 3 and are carefully aligned with State Standards (see Appendix D).

Student outcomes and assessments for students with special needs will be adapted as appropriate to their Individualized Education Plans. Student outcomes and assessments for English Learner students will be in accordance with the state adopted English Language Development standards and test (CELDT).

Students of Redwood Coast Montessori will demonstrate the following skills, attitudes and knowledge upon exit from each grade:

- **Language Arts:**
 - Mastery of the National Core Content and California State Content Standards
 - Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience.
 - Students will comprehend and critically interpret multiple forms of expression, including expository and narrative writing as well as literature from various time periods and cultures.

In addition:

- Teachers will utilize formative assessment of students to help guide instruction. Daily activities in the area of Language arts will include, but not be limited to, the following types of activities:
 - Interdisciplinary projects
 - Focused independent work
 - Skill-building lessons
 - Creative and expository writing exercises

- Reading comprehension
- Cooperative group work
- Direct instruction
- **Mathematics:**
 - Mastery of the National Core Content and California State Content Standards
 - Students will pursue mathematical concepts at a concrete level until mastery and able to move to higher more abstract thought
 - Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects based on the California Core Content Standards.

In addition:

- Teachers will utilize formative assessment of students to help guide instruction. Daily activities in the area of mathematics will include, but not be limited to, the following types of activities:
 - Interdisciplinary projects
 - Focused independent work
 - Skill-building lessons
 - Integrated math practice
 - Cooperative group work
 - Direct instruction
- **History/Social Studies:**
 - Mastery of the National Core Content and California State Content Standards
 - Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
 - Increase depth of study in order to help students to integrate social studies and history into their lives and prior experiences

In addition:

- Teachers will utilize formative assessment of students to help guide instruction. Daily activities in the area of history/social studies will include, but not be limited to, the following types of activities:
 - Interdisciplinary projects
 - Focused independent work
 - Skill-building lessons
 - Research papers
 - Field trips to local and state historical sites
 - Cooperative group work
 - Direct instruction
- **Science:**
 - Mastery of the National Core Content and California State Content Standards
 - Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which will include physics, chemistry, biology, ecology, astronomy and earth sciences.
 - Utilize inquiry-based learning as a basis for understanding core content standards

In addition:

- Teachers will utilize formative assessment of students to help guide instruction. Daily activities in the area of science will include, but not be limited to, the following types of activities:

- Interdisciplinary projects
 - Focused independent work
 - Skill-building lessons
 - Research papers
 - Science labs
 - Cooperative group work
 - Direct instruction
- **World Language:**
 - Mastery of the National Core Content and California State Content Standards
 - Students will gain proficiency in content, communication, cultures, structures and settings of world languages
 - Students will focus on early stage development for the five categories
- **Physical Fitness:**
 - Mastery of the National Core Content and California State Content Standards
 - Students will engage in healthy activity while learning sportsmanship and fair non-aggressive competition
 - Students will demonstrate improved understanding of healthy living, including proper diet, exercise and personal habits
- **Visual and Performing Arts:**
 - Mastery of the National Core Content and California State Content Standards
 - Students will engage in dance, music, theatre and visual arts based on the five primary strands including: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications
 - Students will utilize skills that are woven into daily curriculum options available to the students and through direct instruction from art teachers
- **Health Education:**
 - Mastery of the National Core Content and California State Content Standards
 - Students will participate in daily activities (e.g. morning meeting & extended academic work time) designed to promote personal productivity and responsibility
 - Students will utilize interpersonal communication skills to promote personal ethics and accountability
- **Technology:**
 - Explore core academic content standards through the use of appropriate technology
 - Students will gain an understanding of cultural issues associated with the use of technology
 - Students will learn how to use appropriate equipment and software as a tool of life-long learning

Personal/Social Responsibility

True to the Montessori method of instruction, students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives. Each of these skills is fostered in the Montessori classroom through an emphasis on individual responsibility and choice in learning based on setting goals according to developmental readiness, direct instruction, long periods of uninterrupted work time, multi-aged classrooms and guided practice.

- Life-Long Learning Skills
 - Study skills and habits, e.g., note-taking, library research skills, studying strategies
 - Ability to plan, initiate, and complete a project
 - Ability to reflect on and evaluate one's own and others' learning

- Social/Interpersonal Skills
 - Students will demonstrate:
 - Strong citizenship and leadership and communication skills
 - Ability to engage in responsible, compassionate peer relationships, by participating in conflict resolution training and use of the peace table (see Appendix K for an explanation of the peace table).
 - Ability to collaborate and work effectively with others in cooperative groups

Table 3 Pupil Outcomes, Measurement Tool, Grade Levels and Timeline

English/Language Arts			
Outcome	Grades	Measurement Tool	Timeline
Mastery of the National Core Content and California State Content Standards	2 - 8	California state tests (CST)	Yearly
	4 & 7	California Standards Writing Test	Yearly
	K - 8	CELDT	Upon enrollment and then yearly
	K - 8	Other Federal and State Mandated Standards Tests	Yearly
Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression with communication skills appropriate to the setting and audience	K - 8	<ul style="list-style-type: none"> • Classroom-based tests, quizzes and assignments • Portfolios of written work evaluated with school rubrics • Public presentation of projects evaluated pursuant to school-developed rubrics 	Weekly & Monthly
	K - 6	Dynamic Indicators of Basic Early Literacy (DIBELS)	Upon enrollment and each trimester
	K - 8	Informal Reading Inventories (DRA)	Upon enrollment and each trimester
	2 - 8	Accelerated Reader(AR)	Weekly
Students will comprehend and critically interpret multiple forms of expression, including expository and narrative writing as well as literature from various time periods and cultures.	K-8	<ul style="list-style-type: none"> • Classroom-based tests, quizzes and assignments • Portfolios of written work evaluated with school rubrics • Public presentation of projects evaluated pursuant to school-developed rubrics 	Weekly & Monthly

Mathematics			
Outcome	Grades	Measurement Tool	Timeline
Mastery of the National Core Content and California State Content Standards	2 - 8	California state tests (CST)	Yearly
	K - 8	Other Federal and State Mandated Standards Tests	Yearly
Students will pursue mathematical concepts at a concrete level until mastery and able to move to higher more abstract thought	K - 8	Teacher observation and data recording	Daily
Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects based on the California Core Content Standards.	K - 8	<ul style="list-style-type: none"> Classroom-based tests, quizzes and assignments Portfolios of written work evaluated using school rubrics Public presentation of projects evaluated pursuant to school-developed rubrics 	Weekly & Monthly
History/Social Studies			
Outcome	Grades	Measurement Tool	Timeline
Mastery of the National Core Content and California State Content Standards	8	California state tests (CST)	Spring of 8 th Grade Year
Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures	K - 8	<ul style="list-style-type: none"> Classroom-based tests, quizzes and assignments Portfolios of written work evaluated pursuant to school-developed rubrics 	Weekly & Monthly
Increase depth of study in order to help students to integrate social studies and history into their lives and prior experiences	K - 8	Public presentation of projects evaluated pursuant to school-developed rubrics	Monthly

Science			
Outcome	Grades	Measurement Tool	Timeline
Mastery of the National Core Content and California State Content Standards	5 & 8	California state tests (CST)	Yearly
	K - 8	Other Federal and State Mandated Standards Tests	Yearly
Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science including physics, chemistry, biology, ecology, astronomy and earth sciences	K - 8	<ul style="list-style-type: none"> Classroom-based tests, quizzes and assignments Portfolios of written work evaluated pursuant to school-developed rubrics Maintain Lab notebook Lab reports 	Weekly & Monthly
Utilize inquiry-based learning as a basis for understanding core content standards	K - 8	<ul style="list-style-type: none"> Maintain Lab notebook Successful completion of inquiry-based lab activities pursuant to school rubrics Public presentation of projects evaluated pursuant to school developed rubrics 	Weekly & Monthly
World Languages			
Outcome	Grades	Assessment	Timeline
Mastery of the National Core Content and California State Content Standards	K - 8	Anecdotal records, staff conferences, student/teacher conferences	Monthly
Students will gain proficiency in content, communication, cultures, structures and settings of world languages	K - 8	<ul style="list-style-type: none"> Classroom-based tests, quizzes and assignments Portfolios of written work evaluated pursuant to school-developed rubrics 	Weekly & Monthly
Students will focus on early stage development for the five categories.	K - 8	Public presentation of projects evaluated pursuant to school-developed rubrics	Monthly

Physical Fitness			
Outcome	Grades	Assessment	Timeline
Mastery of the National Core Content and California State Content Standards	5 & 7	Physical Fitness Test (<i>FITNESSGRAM</i> [®])	Feb – March
	5 & 7	Presidential Physical Fitness Test	Spring
Students will engage in healthy activity while learning sportsmanship and fair non-aggressive competition	K - 8	Anecdotal records, staff conferences, student/teacher conferences	Weekly
Students will demonstrate improved understanding of healthy living, including proper diet, exercise and personal habits	K - 8	Anecdotal records, staff conferences, student/teacher conferences	Weekly
Visual and Performing Arts			
Outcome	Grades	Assessment	Timeline
Mastery of the National Core Content and California State Content Standards	K - 8	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly
Students will engage in dance, music, theatre and visual arts based on the five primary strands including: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications.	K - 8	School developed assessments and projects	End of unit or trimester
Students will utilize skills that are woven into daily curriculum options available to the students and through direction from art teachers.	K - 8	Student Portfolios	Monthly

Health Education			
Outcome	Grades	Assessment	Timeline
Mastery of the National Core Content and California State Content Standards	K - 8	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly
Students will participate in daily activities (e.g. morning meeting & extended academic work time) designed to promote personal productivity and responsibility	K - 8	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly
Students will utilize interpersonal communication skills to promote personal ethics and accountability	K - 8	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly
Technology			
Outcome	Grades	Assessment	Timeline
Explore core academic content standards through the use of current technology and software	K - 8	Student portfolios and projects	Monthly
Students will gain an understanding of cultural issues associated with the use of technology	K - 8	Student produced exhibits and projects	Monthly
Students will learn how to use IT equipment and software as a tool for life-long learning	K - 8	Anecdotal records, staff conferences, student/teacher conferences	Monthly
Personal/Social Responsibility			
Outcome	Grades	Assessment	Timeline
Life-Long Learning Skills	K - 8	<ul style="list-style-type: none"> • Daily teacher records and staff conferences • student/teacher conferences • parent/teacher conferences 	Daily & Monthly
Social/Interpersonal Skills	K - 8	<ul style="list-style-type: none"> • Daily teacher records and staff conferences • student/teacher conferences • parent/teacher conferences 	Daily & Monthly

Use of the Montessori method within a California public charter school environment, as described in this petition, is not a new approach to educating California students. Many notable examples of public Montessori charter schools exist throughout California that are based in the Montessori method and use the State aligned curriculum as outlined in Appendix D. Although measuring the effectiveness of a pedagogy based on pupil outcomes can be viewed from many perspectives, API scores represent the “cornerstone of California’s Public Schools Accountability Act of 1999” (see Appendix H for examples of API reports for each school listed in Table 4).

Table 4 API Scores for Select California Montessori Public Charter Schools

School	District	# Students Served	2011 Growth API	2010 Growth API
CMP-Capitol Campus	Sacramento City Unified	137	810	856
CMP-Elk Grove	Elk Grove Unified	189	832	799
CMP-San Juan	San Juan Unified	508	812	815
CMP-Shingle Springs	Buckeye Union Elementary	260	890	909
River Montessori	Sonoma School District	90	849	809
Wheatland Charter Academy	Wheatland School District	61	829	798

Standardized Testing and Reporting

Redwood Coast Montessori will participate in all State and Federally mandated standardized testing. RCM will use the results of all testing to help guide instruction in order to assure that RCM students will meet or make progress towards mastery of State content standards.

In a continuous effort to improve student learning, Redwood Coast Montessori will strive to:

1. Assure all students meet or exceed average proficiency (and above) levels of students in the District
2. Increase all students performance in core subjects including math, English/language arts, science and history/social studies by at least 5% annually on California state tests
3. Maintain 95% student attendance
4. Meet Academic Performance Index (API) growth targets
5. Meet Adequate Yearly Progress (AYP)

C. Methods to Assess Pupil Progress towards Meeting Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

In order to best serve our students and community, Redwood Coast Montessori teachers and staff will collaboratively review student progress towards the outcomes listed in Table 2 during regularly scheduled meetings. Data collected from external as well as internal assessments will be used to modify instruction and/or student activities when needed. All grade level outcomes are an integral component of the State aligned Montessori curriculum as outlined in Appendix D.

Assessment Tools

A detailed description of the assessment methods to be utilized by RCM appears in Table 2 above.

State and Federal Accountability Measures

Redwood Coast Montessori will strive to meet annual API scores as determined by the California Department of Education. The school will also be expected to make Annual Yearly Progress as required by the No Child Left Behind Act by meeting Annual Measurable Objectives for each identified subgroup and as a school as a whole (see Table 5).

- **Star Testing:** Beginning with the second grade, Redwood Coast Montessori will administer the STAR test to all students, as designated by both the CDE and NCLB. As outlined by the CDE, each grade level will complete the correct number and type of STAR test in order to measure for API as well as the AYP.

The STAR test coordinator (School Director) will coordinate STAR test administration and compliance based on State mandated guidelines.

Data from the STAR test shall be examined by RCM teachers and administrators for each sub-group. Teachers shall use this data to help guide instruction and to ensure continuing student progress and academic growth.

Table 5 STAR Annual Goals

	2013-2018
Participation Rate	95%
ELA	<ul style="list-style-type: none"> • No more than 20% of students will be indentified as “Basic” • 40% or more of students will be identified as “Proficient” • 40% or more of students will be identified as “Advanced”
Mathematics	<ul style="list-style-type: none"> • No more than 20% of students will be indentified as “Basic” • 40% or more of students will be identified as “Proficient” • 40% or more of students will be identified as “Advanced”
Average Annual Progress	One grade level per year per student

- CELDT: At the beginning of each school year all EL students shall be tested with the CELDT test to determine their language fluency and growth. All new/incoming students shall be assessed for the first time as well as all returning students. Scores shall be compared with previous year's scores to determine student growth. Using the CELDT score, students will be tracked to ensure that they are achieving set goals for language development.
- Other State or Federally mandated assessments will be implemented as required including, but not limited to, the California 4th and 8th Grade Writing Exam the and 5th and 7th grade Presidential Physical Fitness Assessment, the Physical Fitness Test (PFT) as indicated by the FITNESSGRAM®. The School Director will work closely with classroom teachers to coordinate all State and Federal testing. Appropriate subject specific teachers will administer specific tests and will work collaboratively with other subject specific and grade specific teachers to interpret the results and to modify instruction when needed.
- Daily teacher records and student/parent/teacher conferences: RCM teachers utilize daily records as a foundational assessment tool for all grade levels. The types of information recorded during daily record keeping includes information about academic activities pursued by students as well as time spent on task and notation regarding any specific successes or challenges faced by the child. In addition, teachers record daily observations relating to personal and social development (see Appendix E for a rubric of grade level attributes used to determine progress towards Life-long learning, social/interpersonal skills and "life" skills).

Formative Assessments

Although assessments using accountability measures will be utilized at key times for determining student and school progress, formative assessment will be used as an ongoing tool by all teachers at Redwood Coast Montessori. Formative assessment will help guide instruction and target lessons based on student need. The first priority of formative assessment will be to help teachers design effective lessons that promote student learning. Formative assessments may be designed as a tool for individual students or for small group or whole class instruction.

In order to assess each student's intellectual, physical and psychological progress, the following assessments will be used:

- Albanesi Curriculum Program for the Montessori Method of Education (benchmark assessments) for pre- and post-testing of core content areas in mathematics, language arts, and geometry
- Portfolios that include: self portraits, writing samples, handwriting samples, cultural reports, book reports, work samples, memory tests, summary sheets, and individual work plans
- Participation in community academic events such as the annual county science fair and history day
- Curriculum-based assessments
- Performance-based and skill demonstrations
- San Diego Quick for reading and reading comprehension (decoding)
- Straight forward Math pre-assessment for math facts
- Teacher observation and regular recording of activities in the classroom
- Parent-teacher conferences which are scheduled twice yearly and as needed
- Standardized tests (CSTs)

Information and observations will be gathered, recorded and reviewed by each teacher on an ongoing basis in order to facilitate the optimal growth and potential for each student and will be summarized in each student's progress report in December and May.

Montessori Philosophy and Summative Assessments

Using the prepared environment, one of the foundational tenets of Montessori education, RCM students will learn self-assessment from the self-correcting materials and teacher/student modeling. Critical to the Montessori method of instruction, self-assessment, self-reflection and self-correction are skills learned by Redwood Coast Montessori students through the prepared environment of a Montessori classroom and through peer-aged tutoring. With the multi-age classroom, found in all RCM classrooms, students experience mentoring from more experienced/older students and then become mentors to the younger and/or less experienced students. This type of holistic learning style is key to the development of student's academic skills and personal growth.

Each student's progress within this system of education, will be monitored through teacher documentation. A progress report of student growth towards mastery of within the CA core content requirements will be prepared each December and May. These progress reports will be discussed and sent home with the parents/guardians during parent/teacher conferences held at the end of each semester of study. Tools used to monitor student progress and determine progress towards mastery of the core content standards will include, but not be limited to, the following:

- Daily teacher observation and data collection for each student in the classroom
- Portfolios that include: self portraits, writing samples, handwriting samples, cultural reports, book reports, work samples, memory tests, summary sheets, and individual work plans
- Standardized tests
- Dynamic Indicators of Basic Early Literacy (DIBELS)
- Informal Reading Inventories (DRA)
- Accelerated Reading (AR)
- Participation in small group and whole group activities
- Attendance records

As a public charter school, Redwood Coast Montessori staff will administer California standardized testing (STAR testing) on an annual basis. Assessments will begin in grade 2 and continue through grade 8. All standardized testing will be overseen by the STAR test coordinator for RCM. Test scores will help guide instruction and to set individual academic goals for each student. Redwood Coast Montessori will provide Accountability Progress Report (APR) and STAR summary data to Arcata Schools each year. The APR will include the API and AYP for Redwood Coast Montessori.

D. Governance Structure of School

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Nonprofit Public Benefit Corporation

Redwood Coast Montessori will be a directly funded, independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law. RCM will be organized and operated exclusively for public and educational purposes within the meaning of Internal Revenue Internal Revenue Code §501(c)(3) and the California Revenue and Taxation Code §23701d.

RCM will operate autonomously from the District, with the exception for the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and RCM. Pursuant to California Education Code section 47604(c), the District shall not be liable for the debts and obligations of RCM, operated as a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by RCM as long as the District has complied with all oversight responsibilities required by law.

Attached as Appendices M-O, please find the Conflict of Interest Code, RCM Articles of Incorporation and draft corporate bylaws.

Redwood Coast Montessori hereby affirms that it will comply with the Ralph M. Brown Act, the California Public Records Act, and the conflicts law provisions of the Political Reform Act and Government Code Section 1090. The Charter School affirms that no Board member or designated employee will enter into a contract with the Charter School in violation of the Political Reform Act or Government Code Section 1090. There will be no paid employees on the RCM Board of Directors and the Charter School will engage full governance training including conflicts of interest, the Brown Act, the Public Records Act, and effective Board governance on an annual basis.

Board of Directors

Redwood Coast Montessori will be governed by its nonprofit Board of Directors (or “Board”) and pursuant to the adopted nonprofit bylaws (see Appendix O).

The Board will consist of five (5) directors and will include parents/guardians of children attending Redwood Coast Montessori and members of the community with a vested interest in the success of Redwood Coast Montessori. Additionally, the authorizer may appoint a representative to the Board as allowed under Education Code Section 47604(b). All directors shall have full voting rights, and all directors, with the exception of the authorizer appointed representative (if any) shall be designated by the RCM Board of Directors. Directors will serve terms of service as outlined in the bylaws, attached here as Appendix O.

The Board's major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, selecting all school employees and resolving all major disciplinary issues.

The Board will meet at least monthly to review, adjust or implement changes that will improve the mission of Redwood Coast Montessori.

All meetings of the Board shall operate in accordance with the Brown Act.

All directors shall work in good faith to support the mission and vision of Redwood Coast Montessori.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Redwood Coast Montessori Operations

The day-to-day operations of Redwood Coast Montessori shall be the responsibility of the Director.

The duties of the School Director will include, but are not limited to the following:

- Report to the BOD concerning school issues such as progress, events, programs, and concerns
- Meet with parents as needed
- Oversee curriculum and instruction
- Meet with Arcata Schools
- Oversee the budget and purchasing
- Evaluate, promote and discipline teachers and staff
- Negotiate salaries
- Develop short and long range plans
- Facilitate grant writing and grant applications
- Oversee the operations of a safe and productive school
- Talk with students encountering problems and help resolve problems
- Inspect teacher and paraprofessional credentials and maintain filing system to ensure that all teachers are appropriately credentialed

In addition to the School Director, an office manager shall be hired, when funds become available, to help maintain the day-to-day operations of the RCM. The duties of the office manager will include, but are not limited to the following:

- Compile and maintain the student cumulative files, attendance reports grade reports and other school records
- Greet visitors to RCM and direct visitors to the appropriate destination within the school
- Answer the telephone, emails, faxes directed to RCM
- Accept and deposit funds for student events and school events
- Maintain a calendar of school events;
- Oversee playground and classroom activities during temporary staff absence
- Assist the director with all administrative tasks as appropriate
- Possess skills necessary to run office software including, but not limited to word processing, spreadsheets, school database and Internet

- Facilitate donor and family mailings
- Data management

Teaching staff at Redwood Coast Montessori will be primarily responsible for the management and education of RCM students. Additional duties of the teaching staff shall include, but are not limited to the following:

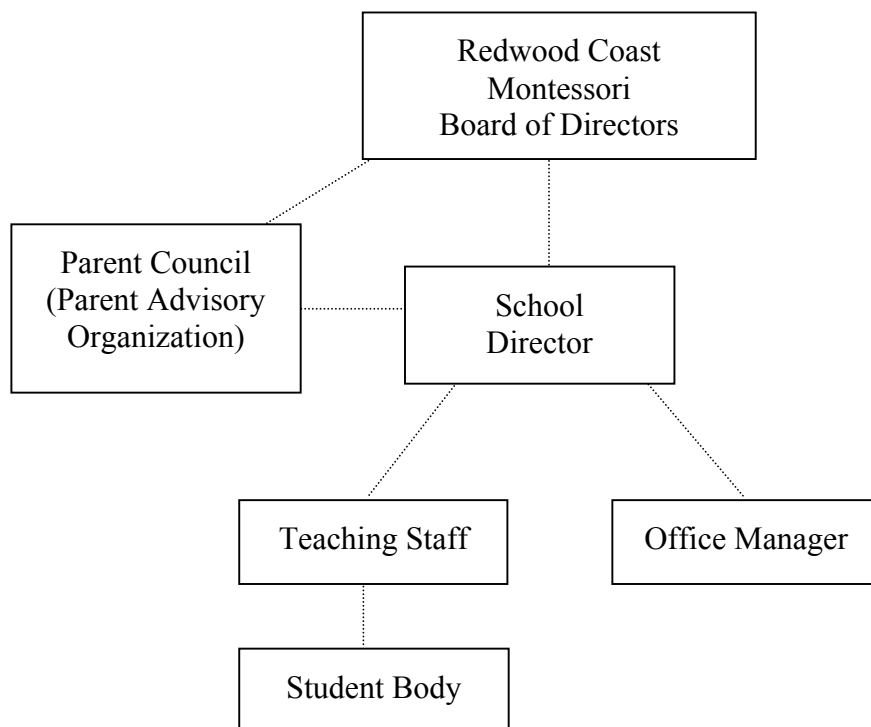
- Assist with school wide events as needed
- Assist with fundraisers as needed
- Maintain daily attendance of assigned students
- Communicate with parents as needed
- Provide a safe and productive school environment
- Communicate with students and parents about academic progress and methods of improvement
- Provide regular grade updates to parents and the Director

Parent Council

Redwood Coast Montessori’s Board of Directors will establish a parent advisory committee. The RCM Parent Council will work with the Board of Directors to encourage parental involvement in the mission of the school and to help achieve the goals and objectives. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies.

Among the responsibilities of the RCM Parent Council, shall be to produce/update and circulate a parent handbook to all families that will describe how to become involved in RCM activities and strongly encourage parents to volunteer to support the vision of Redwood Coast Montessori.

Organizational Chart



E. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

Redwood Coast Montessori will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. In addition to California teaching credential, we will actively seek teaching professionals who are trained in Montessori education. These teachers will teach the "core" academic classes of mathematics, language arts, science, history/social studies, world languages and visual/performing arts. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

All employees of Redwood Coast Montessori shall provide:

- Proof of a current and negative TB test
- Fingerprinting/background screening
- Copies of teacher/administrative credentials/certificates when applicable

Current copies of these documents will be kept on file at the RCM office and available for audit and compliance purposes.

In the event that any personnel changes occur, Redwood Coast Montessori will notify the District in writing within 10 business days. As enrollment increases, Redwood Coast Montessori will hire additional staff as needed to accommodate the growing student population. The school may, with the approval of the RCM Board of Directors and the District, create new full-time or part-time job positions that are not currently outlined in this petition.

All hiring of RCM personnel will be the sole responsibility of the RCM Board of Directors. The Board may solicit recommendations and input from the School Director and the Parent Council before making decisions concerning the hiring of school personnel. All employees of Redwood Coast Montessori will be at will employees and can be terminated with out cause by the RCM Board of Directors.

Non-Discrimination Statement

Redwood Coast Montessori shall select its own staff. The selection procedure shall not discriminate on the basis of the characteristics listed in Education Code §220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in §422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code §47605(d)(1)]. RCM staff shall consist of persons who are committed to Redwood Coast Montessori's mission and vision.

Staff Qualifications

Director qualifications:

The qualifications of the Director of Redwood Coast Montessori shall include, but are not limited to the following:

- A Bachelor's degree from an accredited university
- A California Clear Credential with at least 5 years of teaching experience
- A Tier 1 or Tier 2 Administrative Credential or a certificate of eligibility
- Strong support and understanding of the mission of Redwood Coast Montessori

- A working knowledge of Charter law and the responsibilities of RCM to abide by these laws
- A comprehensive understanding of budget development, financial planning and fiduciary accountability
- Strong oral and written communication skills
- Ability to utilize assessment data to evaluate school performance
- Ability to foster an open and productive atmosphere within the school community
- Ability to advise, support, and inspire teachers, staff, students and parents

Teaching staff qualifications:

The qualifications of the Teaching Staff of Redwood Coast Montessori shall include, but not limited to the following:

- A Bachelor's degree from an accredited university;
- An appropriate teaching credential issued by the CCTC
- Possess a Montessori teacher diploma/certificate or willingness to obtain Montessori diploma/certificate within two years of hire, unless specific arrangements are approved by the Board.
- CLAD, BCLAD or SDAIE certified
- Basic first aid and CPR training
- Core academic subject matter competence
- Commitment to student success and ability to work with the target population
- Commitment to the mission and vision of Redwood Coast Montessori
- Willingness to work as a member of a learning community
- Willingness to attend all mandatory professional development training
- Ability to be reflective and adapt instruction to the needs of the students using assessment data

Office Manager qualifications:

The qualifications of the Office Manager of Redwood Coast Montessori shall include, but not limited to the following:

- An Associate's degree or equivalent work experience
- Good communication and organizational skills
- Commitment to the mission and vision of Redwood Coast Montessori
- Ability to work independently
- Possess good basic computer and technology skills
- Possess strong oral and written communication skills
- Possess strong organizational and time management skills
- Basic computer skills necessary for the successful operation of the School office
- Basic bookkeeping and financial management skills are strongly encouraged

Teaching/Afterschool Aides qualifications:

The qualifications of the Teaching/Afterschool Aides of Redwood Coast Montessori shall include, but not limited to the following:

- Successful completion of the Paraprofessional Exam and hold a Certificate of Proficiency as required by No Child Left Behind Act for Title I classrooms
- An Associate's degree or equivalent work experience
- Good communication and organizational skills
- Commitment to the mission and vision of Redwood Coast Montessori
- Willingness to enforce administrative policies and rules governing students
- Ability to work independently
- Possess strong oral communication skills

- Ability to work with children in a compassionate and thoughtful manner
- Ability to supervise children in a variety of different situations including outdoors, classroom, multi-purpose room, etc.

Redwood Coast Montessori 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 capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core courses and activities.

Redwood Coast Montessori will seek administrative and operational staff who have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

F. Health and Safety Procedures

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

Prior to commencing instruction, Redwood Coast Montessori will adopt and implement a comprehensive set of health, safety, and risk management policies. A complete set of health and safety policies will be delivered to Arcata School District at least 30 days prior to the beginning of instruction as an independent charter school. These policies will be developed in consultation with the school's insurance carriers and at a minimum include the following considerations:

Procedures for Campus Visitors

All visitors are required to register with the director or designee upon entering the campus.

Procedures for Background Checks

Employees and contractors of the charter school will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the School shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Individuals who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by Arcata School District.

TB Testing

All faculty and staff will be required to submit proof of tuberculosis testing prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. RCM intends to contract services to provide oversight of immunization requirements and annual health screenings including, but not limited to hearing, vision and scoliosis as required by law for Charter Schools.

Whooping Cough (Pertussis)

Pursuant to AB 354, Redwood Coast Montessori shall require all rising 7th grade students to show proof of immunization a Pertussis booster on or after their seventh birthday.

Diabetes

Pursuant to California *Education Code* Section 49452.7, Redwood Coast Montessori shall provide type 2 diabetes information to parents and guardians of incoming seventh grade students.

Medication in School

Redwood Coast Montessori will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. Redwood Coast Montessori will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Food Service

The school may contract with the District or any other source to provide food services.

Emergency Preparedness

Redwood Coast Montessori shall adhere to its School Safety Plan drafted specifically to meet the needs of the school site in conjunction with law enforcement and the Fire Marshall. This Plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the School Safety Plan. The School Safety Plan shall be kept on file for review. Redwood Coast Montessori staff shall be trained annually on the safety procedures outlined in the plan.

Drug Free/Alcohol Free/Smoke Free Environment

Redwood Coast Montessori shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

Redwood Coast Montessori shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001. Records of full facilities compliance shall be maintained on file.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy, a copy of which is included in the Comprehensive Complaint Policy, attached as Appendix C.

CPR & First Aid

All instructional and administrative staff of RCM will be required to receive training on emergency and first aid response. This includes CPR training for infants, children, and adults.

Blood Borne Pathogens

Redwood Coast Montessori shall meet the state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The RCM Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

These policies and procedures will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

G. Means to Achieve Racial/Ethnic Balance Reflective of District

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

In accordance with Education Code Section 47605(b)(5)(G), Redwood Coast Montessori is committed to achieving a racially and ethnically balanced student population that is reflective of the general population residing within the territorial jurisdiction of the Arcata School District. In an effort to achieve a diverse student population, RCM's recruitment process will be scheduled to coincide with open enrollment dates used by Arcata Schools. Redwood Coast Montessori will implement a recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the District population:

Community Presentations (November/December)

- Introduce mission of RCM and discuss Montessori education.
- Question and answer session for interested parents.
- Provide information about open school week, informational meetings, application process and timeline.

Printed information (early December)

- Montessori informational brochure and information about open enrollment
- Translate printed information into Spanish
- Proposed locations for distribution of printed material:
 - Changing Tides Family Services
 - WIC Office (Women, Infants and Children)
 - Arcata Chamber of Commerce
 - College of the Redwoods (Child Development Center)
 - RCM outreach and fundraising events (e.g. Foxtrot, Saucy Contest, Mother's Day Tea)

Internet (October)

- RCM website
- ASD website (if the District is willing to collaborate on RCM recruitment efforts)

Media (timing based on event)

- Public Service Announcement (PSA) in print and radio media notifying public of RCM chartering approval
- PSA of open enrollment dates and contact information in print and radio media

Open school informational meetings

- Open school week in mid-January
- Two informational meetings in Mid-January (evening and Saturday)

Prior to October of 2012, Redwood Coast Montessori shall develop a detailed list of specific outreach activities that RCM staff and volunteers will engage in along with dates and timelines. This list will serve as RCM's agenda for recruitment and outreach with the specific goal of achieving racial and ethnic balance that is reflective of the District. All outreach activities will be conducted with sufficient time to allow for the beginning of open enrollment in early February of 2013.

Redwood Coast Montessori shall adhere to all Public School Choice and No Child Left Behind requirements.

H. Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Redwood Coast Montessori shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics (Education Code Section 4705(d)(1)). RCM will admit all California State resident pupils who wish to attend, up to the school's capacity.

If the number of student applicants exceeds enrollment capacity, new students will be admitted to the school through a public random drawing. Existing students are exempt from any public random drawing and shall be guaranteed admission. Admission preferences for enrollment shall be extended in the following order in accordance with Education Code sections 47605(d)(2), 47605(f), and 47612 and Section 5210 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB)

Redwood Coast Montessori will 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. An open enrollment period will be set and publicized annually. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be informed of the school's student-related policies. The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following:

- outreach and marketing
- orientation sessions for parents and students
- an open enrollment period
- an admissions lottery if necessary
- enrollment.

Lottery Process

In the event that the number of students seeking admission to RCM exceeds capacity at the end of the open enrollment period, the school shall hold a single public random drawing ("lottery").

The pupils included in the following categories are exempt from the lottery with the approval of the chartering agency:

- Existing pupils already enrolled in the charter school
- Siblings of students already admitted to or attending the charter school
- Children of founders² and/or teachers and/or staff (not to exceed 10% of total enrollment)³

Students in the following categories will receive a higher weighting (2:1) for admission.

- Students for whom special consideration is required to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation

² For the purposes of this charter, founders are defined as those individuals listed as the "Founding Team" above.

³ During any period of eligibility for the Public Charter Schools Grant Program, the exemption for children of staff will not be utilized, only the exemptions for children of founders and children of teachers, within the enumerated limitations.

- Act of 1973, or the Equal Protection Clause of the United States Constitution
- Students who reside in the District in which the charter school is located
- Students seeking to change schools under the public school choice provisions of ESEA Title I

Applicants and the public will be notified concerning the location, date and time of the lottery drawing, which will be held at a time and place calculated to allow for highest attendance. Applicant numbers will be drawn randomly until full enrollment is reached. Once full enrollment is reached, applicant numbers will continue to be drawn and added to a waiting list in the order of the drawing. Records of the public lottery will be kept on file at the school.

Intent to Enroll Process

Redwood Coast Montessori will accept Intent to Enroll forms at the time of its open enrollment period, which will be commensurate with Arcata Schools' open enrollment calendar, to provide for fair and equitable admission to all students. Aligning RCM's open enrollment period with Arcata Schools' will provide ample time, from the date of approval, to pursue specific outreach and recruitment efforts necessary to attract a broad demographic base representative of the diverse families residing in the Arcata area. In subsequent years, recruitment efforts will be concentrated in the months of November through February with some year-round efforts in the form of ongoing media attention and disbursing school information fliers at school events and various offices that serve socially and ethnically diverse families. The window for submitting Intent to Enroll forms will extend until the end of March. After this time, if there are any available openings for the following school year, additional Intent to Enroll forms will be accepted on a first come first served basis until enrollment reaches capacity. Once capacity is reached, all interested applicants will be placed on a waiting list in the order they apply.

All parents and students who are admitted will be required to attend an orientation meeting prior to the school's opening to complete additional paperwork and receive important information including, but not limited to the following:

- Enrollment Forms and Cumulative Records
- RCM mission and vision statements
- School/Home contract
- Student behavior codes
- Attendance policy

Confidentiality of Student Records

Redwood Coast Montessori shall adhere to all procedures related to confidentiality and privacy records as required by the Federal Educational Rights and Privacy Act (FERPA). Student files will be kept in locked file cabinets and only made available to school official's with legitimate education interest or upon signed request by the student's parent/guardian. Electronic student files and grade books will be password protected to ensure access only to authorized persons.

I. Financial (and Programmatic) Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Redwood Coast Montessori board of directors will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs.

A CPA experienced with Local Education Agency audits and who is listed on the State Controller's published list as an educational audit provider will be retained to conduct a full audit.

The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and other key compliance matters. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and pursuant to applicable sections of the Standards and Procedures for Audits of California K-12 Local Educational Agencies (regulations governing charter school audits).

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. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by December 15 each year.

The following reports will be submitted to Arcata School District and the Humboldt County Office of Education within timelines listed below:

- Preliminary Budget – July 1
- First Interim Financial Report – December 15
- Second Interim Financial Report – March 15
- Unaudited Report for the full prior year – September 15
 - P1 –First week of January
 - P2 – First week of April

The school's audit committee will review any audit exceptions or deficiencies and report to the school's board of directors with recommendations on how to resolve them. The board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved to the satisfaction of Arcata School District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

Redwood Coast Montessori and Arcata School District will jointly develop an MOU outlining the content, evaluation criteria, timelines, and process for the annual performance reports.

Redwood Coast Montessori and Arcata School District will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

J. Pupil Suspension and Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the School Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, School Directors, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, School Directors, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own

safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a

firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Director or designee.

The conference may be omitted if the School Director 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the School Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5)

consecutive school days per suspension. Upon a recommendation of Expulsion by the School Director or School Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the School Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited

to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed

inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion 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. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The School Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the School Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the

Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

K. Retirement System

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

For eligible employees, Redwood Coast Montessori will participate in the State Teachers' Retirement System (STRS) and Public Employees' Retirement System (PERS). RCM employees will contribute the required percentage and RCM will contribute the employer's portion required by STRS and PERS. All withholdings from employees and RCM will be forwarded to the STRS and PERS funds as required. Non-certificated employees, including those who participate in PERS, will contribute to the federal social security system. The RCM Board may consider offering a retirement plan such as a 403(b) or 401(k) to its employees. Retirement reporting will be contracted out to a qualified service provider; however, the School Director will be responsible for ensuring that such retirement coverage is arranged.

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS members) will be provided by Redwood Coast Montessori. Health, dental, vision and related benefits will also be available to all Redwood Coast Montessori employees.

L. Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend RCM. Students who opt not to attend Redwood Coast Montessori may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

For all students who have been accepted to Redwood Coast Montessori, parents or guardians will be notified on admittance forms that the students have no right to admission in a particular school of the local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

M. Description of Employee Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. The leave and return rights of Arcata School District employees who choose to work at Redwood Coast Montessori shall be set forth in current Education Code, District policies, or the employee's current collective bargaining agreement. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Redwood Coast Montessori Board of Directors retains the right to set all wages, benefits (sick leave, vacation days, health benefits), and termination, with or without cause and with or without notice for all employees of Redwood Coast Montessori. All rights and responsibilities of employees of Redwood Coast Montessori shall be outlined in the staff handbook adopted by the Board of Directors. All policies regarding hiring or termination of employees will be in accordance with State and Federal non-discriminatory law.

N. Dispute Resolution

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N)

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

O. Exclusive Public School Employer

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

Redwood Coast Montessori shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act (“EERA”). RCM shall comply with the EERA.

P. School Closure Procedures

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

If Redwood Coast Montessori ceases operation and closes, and its governing board determines that there is no successor charter school, then the school's governing board shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the "Authorized Closer." The Authorized Closer shall commence closure proceedings by promptly notifying parents and guardians of pupils, the District, the County Office of Education, the SELPA in which RCM participates, the retirement systems in which the school's employees participate, and the California Department of Education of the closure.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for reasonable inquiries related to the closure, the pupil's districts of residence, and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. Redwood Coast Montessori shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. Redwood Coast Montessori shall complete an independent final audit within six months of the school's closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion.

The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.

- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

Redwood Coast Montessori will be operated as a California nonprofit public benefit corporation. If in connection with the closure, the school's governing board determines that it will dissolve the school corporation ("Dissolution"), then

- the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq.
- the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation.

Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

Miscellaneous Clauses

A. Budget and Financial Reporting

Governing Law: “The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” Education Code Section 47605(g).

Attached, as Appendix A, please find the following documents:

- A projected first year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to the Petitioners at this time.

B. Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School’s insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

C. Administrative Services

Governing Law: “The manner in which administrative services of the school are to be provided.” Education Code Section 47605(g).

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School is interested in discussing the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

D. Facilities

Governing Law: “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).

This charter authorizes the operation of Redwood Coast Montessori, which shall operate within the geographic boundaries of Arcata School District, unless the School is unable to locate within district boundaries and opts to locate outside of the district as authorized pursuant to Education Code §47605(a)(5).

Redwood Coast Montessori intends to locate within the boundaries of the Arcata School District.

Redwood Coast Montessori has reached a preliminary agreement for facilities with the Manila Community Services District to rent classrooms within the Manila Community Center. The Manila Community Center is located at 1611 Peninsula Drive, Arcata, CA 95521 within the Arcata School District. The facility includes at least 7 classrooms with a combined space of approximately 6000 square feet, a commercial kitchen and dining/multipurpose room, multiple office spaces, storage areas and ADA compliant boy's and girl's bathrooms.

The outdoor space includes ample on-site parking, which can accommodate 64 cars, a large grass field, garden, running path, outdoor basketball court, fenced playground and nearly unlimited access to the natural dune environment.

Based on our projected enrollment for Redwood Coast Montessori, the Manila Community Center will easily accommodate our growth and intended use.

The Manila Community Center was originally designed as a public school facility, our intended move to this site will return the Center to it's intended use as a school while continuing to serve the Manila community as a public resource center.

E. Transportation

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

- Any material revisions to this charter shall be made by the mutual agreement of the governing boards of Redwood Coast Montessori and Arcata Schools. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.
- The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by Arcata School District and governing board of Redwood Coast Montessori. The Arcata School District and RCM agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.
- All official communications between the Redwood Coast Montessori and Arcata Schools will be sent via First Class Mail or other appropriate means.

Potential Civil Liability Effects

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

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2013 through June 30, 2018.