

***Charter for the Establishment of
The Village Charter School,
A California Public Charter School***

Submitted June 30, 2020 to the
Windsor Unified School District

1 TABLE OF CONTENTS

1 TABLE OF CONTENTS 2

1.1 APPENDICES 5

2 EXECUTIVE SUMMARY 6

2.1 INTRODUCTION	6
2.2 FOUNDING GROUP	6
2.3 MISSION AND VISION STATEMENTS	6
<i>Mission Statement</i>	6
<i>Vision Statement</i>	6

3 AFFIRMATIONS/ASSURANCES 7

4 ELEMENT A – EDUCATIONAL PROGRAM 9

4.1 MISSION AND VISION STATEMENTS	9
<i>Mission Statement</i>	9
<i>Vision Statement</i>	9
4.2 STUDENTS TO BE SERVED BY VILLAGE CHARTER SCHOOL	9
4.3 EDUCATIONAL PHILOSOPHY OF VCS	10
4.4 WHAT IT MEANS TO BE AN “EDUCATED PERSON IN THE 21 ST CENTURY”	10
<i>Academic Goals for an Educated Person in the 21st Century</i>	10
<i>Personal Goals for an Educated Person in the 21st Century</i>	10
4.5 EIGHT STATE PRIORITIES	11
4.6 HOW LEARNING BEST OCCURS	11
4.7 CURRICULUM AND INSTRUCTIONAL DESIGN	12
4.8 CURRICULUM AND MATERIALS DETAILS	14
4.9 LOGISTICS OF THE EDUCATIONAL PROGRAM	20
4.10 PROFESSIONAL DEVELOPMENT	21
4.11 MTSS (MULTI-TIERED SYSTEM OF SUPPORTS)	21
<i>Definition of MTSS (Multi-Tiered System of Supports)</i>	21
4.12 PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH AND LOW PERFORMING	23
<i>Low Achieving Students</i>	23
<i>High Achieving Students</i>	24
4.13 PLAN FOR STUDENTS WHO ARE ELIGIBLE FOR SPECIAL EDUCATION	24
<i>Overview</i>	24
<i>Section 504 of the Rehabilitation Act/ADA</i>	25
4.14 SERVICES FOR STUDENTS UNDER THE “IDEIA”	26
<i>Staffing</i>	27
<i>Notification and Coordination</i>	27
<i>Identification and Referral / Search and Serve</i>	27
<i>Assessments</i>	27
<i>IEP Meetings</i>	28
<i>IEP Development</i>	28
<i>IEP Implementation</i>	28
<i>Interim and Initial Placements of New Charter School Students</i>	28
<i>Non-Public Placements/Non-Public Agencies</i>	29
<i>Non-discrimination</i>	29
<i>Parent/Guardian Concerns and Complaints</i>	29
<i>Due Process Hearings</i>	29
<i>SELPA Representation</i>	29
<i>Funding</i>	30
4.15 PLAN FOR STUDENTS WHO ARE ENGLISH LEARNERS	30
<i>Identification and Reclassification of English Learners</i>	30
<i>ELD Program</i>	31
<i>Monitoring and Evaluation of Program Effectiveness</i>	32
4.16 LOCAL CONTROL FUNDING FORMULA	32

<u>5 ELEMENT B – MEASURABLE STUDENT OUTCOMES</u>	<u>34</u>
5.1 USE AND REPORTING OF DATA	34
5.2 STATE PRIORITIES	35
<u>6 ELEMENT C – METHODS OF ASSESSMENT</u>	<u>42</u>
6.1 VCS’ APPROACH TO ASSESSMENTS	42
6.2 MEASURABLE OUTCOME GOALS TABLE	42
6.3 QUANTITATIVE NORM (CRITERION) REFERENCING	47
6.4 STATE ASSESSMENTS	47
<i>State Assessment Modifications and Accommodations</i>	50
6.5 PROMOTION AND RETENTION POLICIES	50
6.6 INTEGRATION OF TECHNOLOGY AND ASSESSMENT SYSTEMS	50
6.7 CYCLES OF INQUIRY	50
6.8 REPORTING AND ACCOUNTABILITY TO AUTHORIZER	50
6.9 REPORTING TO THE BROADER COMMUNITY	51
6.10 DISTRICT VISITATION/INSPECTION	51
<u>7 ELEMENT D – GOVERNANCE STRUCTURE</u>	<u>52</u>
7.1 SHARED LEADERSHIP	52
7.2 LEGAL STATUS	52
7.3 AUTHORIZER RELATIONSHIP	52
7.4 GOVERNANCE STRUCTURE	52
7.5 BOARD DUTIES	52
7.6 BOARD TRAININGS	53
7.7 ROLE OF THE SCHOOL DIRECTOR	53
7.8 ROLE OF THE COMMUNITY/PARENTS	54
<u>8 ELEMENT E – EMPLOYEE QUALIFICATIONS</u>	<u>55</u>
8.1 ASSURANCES	55
8.2 CERTIFICATION AND LICENSURE	55
8.3 RECRUITMENT PROCEDURES	55
8.4 EMPLOYEE SELECTION	55
8.5 STAFF EVALUATION	55
8.6 EMPLOYEE QUALIFICATIONS AND JOB DESCRIPTIONS	55
<i>School Director</i>	55
<i>Office Manager</i>	58
<i>CBO</i>	58
<i>Teachers</i>	59
<u>9 ELEMENT F – HEALTH & SAFETY</u>	<u>60</u>
9.1 PROCEDURES FOR BACKGROUND CHECKS	60
9.2 ROLL OF STAFF AS MANDATED CHILD ABUSE REPORTERS	60
9.3 COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES	60
9.4 HEALTH	60
<i>TB Testing</i>	60
<i>Immunizations</i>	60
<i>Medication in School</i>	60
<i>Vision/Hearing/Scoliosis</i>	60
<i>Blood-borne Pathogens</i>	60
<i>Drug Free/Smoke Free Environment</i>	61
<i>CPR/First Aid</i>	61
9.5 COMPREHENSIVE SCHOOL SAFETY PLAN	61
<u>10 ELEMENT G – RACIAL & ETHNIC BALANCE</u>	<u>62</u>
<u>11 ELEMENT H – ADMISSION REQUIREMENTS</u>	<u>64</u>
11.1 VCS ENROLLMENT AND RECRUITMENT PROCEDURE:	64

<u>12 ELEMENT I – ANNUAL FINANCIAL AUDIT</u>	<u>67</u>
<u>13 ELEMENT J – STUDENT SUSPENSION AND EXPULSION</u>	<u>68</u>
13.1 GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS	68
13.2 ENUMERATED OFFENSES	69
13.3 SUSPENSION PROCEDURE	73
1. Conference	73
2. Notice to Parents/Guardians	73
3. Suspension Time Limits/Recommendation for Expulsion	74
13.4 AUTHORITY TO EXPEL	74
13.5 EXPULSION PROCEDURES	74
13.6 SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES	74
13.7 RECORD OF HEARING	75
13.8 PRESENTATION OF EVIDENCE	75
13.9 WRITTEN NOTICE TO EXPEL	76
13.10 DISCIPLINARY RECORDS	76
13.11 NO RIGHT TO APPEAL	76
13.12 EXPELLED PUPILS/ALTERNATIVE EDUCATION	76
13.13 REHABILITATION PLANS	76
13.14 READMISSION	104
13.15 PROCEDURES REGARDING SUSPENSION & EXPULSION OF STUDENTS WITH DISABILITIES	76
Notification of District	76
Services During Suspension	77
Procedural Safeguards/Manifestation Determination	77
Special Circumstances	77
Interim Alternative Educational Setting	78
Procedures for Students Not Yet Eligible for Special Education Services	78
13.16 CONTINUATION OF GENERAL EDUCATION SERVICE DELIVERY TO EXPELLED SPECIAL EDUCATION STUDENTS	78
<u>14 ELEMENT K – RETIREMENT SYSTEMS</u>	<u>79</u>
<u>15 ELEMENT L – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES</u>	<u>80</u>
<u>16 ELEMENT M – POST-EMPLOYMENT EMPLOYEE RIGHTS</u>	<u>81</u>
<u>17 ELEMENT N – DISPUTE RESOLUTIONS</u>	<u>82</u>
17.1 DISPUTES BETWEEN THE AUTHORIZER AND THE SCHOOL	82
17.2 INTERNAL DISPUTES	82
<u>18 ELEMENT O – PUBLIC SCHOOL EMPLOYER</u>	<u>83</u>
<u>19 ELEMENT P – SCHOOL CLOSURE PROCEDURES</u>	<u>84</u>
<u>20 REQUIRED SUPPLEMENTAL INFORMATION</u>	<u>86</u>
20.1 FINANCIAL PLAN	86
20.2 FACILITIES	86
Proposition 39	86
20.3 IMPACT ON THE AUTHORIZER	86
District Oversight	87
Insurance Coverage	87
Liability and Indemnity	87
20.4 ADMINISTRATIVE SERVICES	87
<u>21 CONCLUSION</u>	<u>88</u>

1.1 APPENDICES

APPENDIX A: <i>Where Our Students Come From/Demographics</i>	89
APPENDIX B: <i>Sample Daily Schedule</i>	90
APPENDIX C: <i>VCS Calendar</i>	91
APPENDIX D: <i>Sample Report Cards</i>	92
APPENDIX E: <i>Board Bylaws</i>	95
APPENDIX F: <i>Comprehensive School Safety Plan</i>	103
APPENDIX G: <i>Letter from POUSD</i>	122
APPENDIX H: <i>Sample Bulletin</i>	123
APPENDIX I: <i>VCS Parent/Student Handbook</i>	125

2 EXECUTIVE SUMMARY

2.1 Introduction

For over 20 years, Village Charter School (VCS) has been educating children in Santa Rosa, demonstrating academic excellence, operational integrity, and effective community involvement. VCS was chartered by Twin Ridges Elementary School District in spring 1999, through November 12, 2007, then was granted a 3-year charter with Windsor Unified School District effective July 1, 2007. VCS was granted a five-year charter renewal effective July 1, 2010 through June 30, 2015 and again 2015 through 2020. VCS now seeks to renew our charter authorization with the Windsor Unified School District for a five-year period, running June 30, 2020 through June 30, 2025. The school community is united in purpose and committed to a collaborative effort, dedicating itself to renewing a successful charter and working effectively with the District.

2.2 Founding Group

Village Charter School, a non-profit, independent charter school was established in 1999 to provide students in Sonoma County with a multiage, developmentally appropriate option for public school education. Our group believed that active, hands-on learning in a multiage setting could support students. This group sought to create a school where world cultures are explored, our connection to nature is honored, creativity is encouraged, community responsibility is promoted, and character development is nurtured. Our goal was realized and today the Village Charter School has a thriving community of students in grades K-8. Many of our founding members are still actively engaged at the school and serving the communities of Sonoma County.

The Village Charter School's founding group under Windsor Unified (2007) has backgrounds in education, special education, psychology, business, fiscal management, administration, accounting, law, planning, and non-profit organizations. The common thread is our belief that education must be broad, deep and diverse to embrace every child, each with his or her individual personality, abilities, challenges, and background.

The Village Charter School seeks to continue our mutually beneficial relationship with Windsor Unified School District.

2.3 Mission and Vision Statements

Mission Statement

The Village Charter School is dedicated to providing a quality education in a positive and respectful multiage environment where world cultures are explored, our connection to nature is honored, and character development is nurtured. Our school is a place where the intellectual, imaginative, and humanitarian promise of each student is cultivated and celebrated in a community that practices mutual respect, embraces diversity, and inspires a passion for learning. We strive to prepare students for the unique challenges of our time.

We believe education must embrace every child, each with his or her individual personality, abilities, challenges and background and create a developmental approach specifically tailored to each individual student's needs. We guide and stimulate thinking, embrace and nourish feelings, strengthen the body, encourage and accept creativity, and promote environmental and social responsibility. VCS develops and maintains a diverse school community that fosters respect and cooperation.

Vision Statement

Our vision is to provide an ecologically conscious, multicultural, creative, and meaningful educational experience in a small, positive, and peaceful school environment. In addition to academic pursuits, ecological studies and the arts, students learn conflict resolution and life skills such as integrity, curiosity, initiative, flexibility, patience, and self-worth. In the learning environment that results, children develop effective and collaborative lifelong learning skills.

3 AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Rebecca Ivanoff, hereby certify that the information submitted in this application for a charter for the creation of a California public charter school to be named **Village Charter School** to be authorized by the **Windsor Unified School District** is true to the best of our knowledge and belief; we also certify that this application 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:

- The School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in state statutes, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605 (d)(1)]
- The School shall be deemed the exclusive public school employer of the employees of Village Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- The School shall be non-sectarian in its programs, admissions policies, governance, employment practices and all other operations. [Ref. Education Code Section 47605 (d)(1)]
- The School shall not charge tuition, fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for children. [Ref. Education Code Section 47605 (d)(1)]
- The School shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, national origin, nationality, race, color, 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). The School shall further not discriminate on the basis of creed, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. [Ref. Education Code Section 47605 (d)(1)]
- The School shall admit all students who wish to attend the School, and who can submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case admission will be determined through a public random drawing process as specified herein. Admission to the Charter School shall not be determined based upon the residence of the pupil or his or her parent or legal guardian, except as authorized by Education Code Section 47605(d)(2). 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 Section 47605 (d)(2)]
- The School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- The School 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 Section 11967.5.1 (f)(5)]
- The School shall ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college

- The School shall at all times maintain all necessary and appropriate insurance coverage.
- The School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by California Education Code Section 47612.5(a)(1)(A)-(D).
- The School 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 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)]
- The School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit or inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- The School shall on a regular basis consult with its parents, legal guardians, and teachers regarding the School's education programs. [Ref. California Education Code Section 47605(c)]
- The School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The School shall comply with all applicable portions of the Elementary and Secondary Education Act (ESEA)
- The School shall comply with the Public Records Act.
- The School will adhere to all applicable provisions of federal law relating to children who are English Learners, including Title VI of the Civil Rights Act of 1964; and the Equal Educational Opportunities Act of 1974. The School shall comply with the Family Educational Rights and Privacy Act.
- The School shall comply with the Ralph M. Brown Act.
- The School shall meet or exceed the legally required minimum number of school days applicable to charter schools. [Ref. Title 5 California Code of Regulations Section 11960]

Rebecca Ivanoff, Lead Petitioner

Date

4 ELEMENT A – EDUCATIONAL PROGRAM

Governing Law: “(i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. (ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code Section §47605(b)(5)(A)

4.1 Mission and Vision Statements

Mission Statement

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Vision Statement

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4.2 Students to Be Served by Village Charter School

The Village Charter School currently educates students in grades K-8 with plans not to exceed 120 students as the site allows. VCS students come from throughout Sonoma County including Pennngrove, West County, Healdsburg, Guerneville, Sebastopol, Windsor and Santa Rosa. VCS is committed to maintaining a diverse community. See Appendix A: Where Ours Students Come From.

Parents may choose the Village Charter School for a variety of reasons, including:

- A desire to participate in a multiage program with developmental and hands-on experiential educational methodology
- Parent commitment and involvement in children’s education
- Parent commitment to lifelong learning
- An interest in supporting an integral relationship between education, individual development, and service to local and global communities
- Acceptance of diverse personal philosophical beliefs and values
- A belief that their child’s needs can best be met through an alternative educational approach
- The attention/support given to the individual social and emotional needs of the students
- Small school and limited class size
- Environmental sustainability educational program
- Opportunities for learning in garden-based and outdoor settings
- Real-world and meaningful learning experiences in the local community

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to

4.3 Educational Philosophy of VCS

The Village Charter School employs research-based educational pedagogy in the design of our educational programs and as a demonstration of our collective educational philosophy. We do not prescribe to a single specific educational pedagogy, but use many as influences to best serve our individual students. Our school utilizes multiage class groupings, a focus on project-based learning, place-based learning experiences, experiential and expeditionary learning, peer mentoring, cooperative and constructivist learning methods, and traditional lecture and test methods as well. We believe students learn best when they are actively engaged in the content and process of learning. In addition to academic concepts, life skills and character education are woven into the fabric of the Village experience.

4.4 Partnership for 21st Century Skills: What it means to prepare students for Common Core State Standards and Career Readiness Standards

The purpose of the Village Charter School is to support the development of students who will achieve academic and personal habits and attitudes desired of an educated person in the 21st century—a lifelong learner who has developed competence, self-motivation, confidence, and responsibility. Each student's capacities should unfold uniquely, not according to a uniform timeframe. The P21 Framework was developed to help practitioners integrate skills into the teaching of core academic subjects. The essential skills for success in today's world include the following:

- Learning and Innovation Skills (The Four C's: Critical thinking, Communication, Collaboration, and Creativity)
- Life and Career Skills
- Information, Media, and Technological Skills

These skills are learned across the expanded core subjects, essential for all students in the 21st Century. These include:

- English, Reading or Language Arts
- World Languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, VCS, in alignment with the Partnership for 21st Century Skills, also promotes understanding of academic content at much higher levels by weaving 21st Century interdisciplinary themes into core subjects.

21st Century Themes include:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

VCS also focuses on Personal/Social Emotional goals for an educated person in the 21st century, to include:

- Concentration, focus, and perseverance
- Capacity and skills for engaging in peaceful conflict resolution
- Ability to work cooperatively with others
- Adaptability and mental flexibility
- A strong sense of connection to and responsibility for the world
- Ability to value relationships, and have respect for others and for authority
- Ability to honor differences including cultural, ideological, and philosophical

- Ability to solve problems by analyzing issues from multiple perspectives
- Resourcefulness, confidence, and motivation
- Enthusiasm, a sense of wonder, and curiosity
- A passion for lifelong learning
- Clearly developed emotional intelligence
- Self-respect, self-control and self-actualization
- Ability to communicate with respect and compassion
- Ability to be thoughtful, compassionate, loving members of one's family and communities
- Respect for the environment

Students who graduate from VCS possess a strong foundation in life skills and academic studies. The ultimate goal of the VCS education is to create an engaged global citizen who is well prepared for the needs and challenges of our time. Village students will be excellent problem solvers who work for justice in society and the environment, using their creativity to thrive.

4.5 Eight State Priorities

Village Charter School will comply with all requirements pursuant to California Education Code 47605 (b)(5)(A)(ii) including the development of annual goals for all students (i.e., school wide) and for each subgroup of students as identified in California Education Code 52052, for each of the applicable eight (8) state priorities identified in California Education Code 52060(d). Please refer to Measurable Student Outcomes and LCAP and Single Plan for Student Achievement documents for the school wide goals for relevant sub-groups and corresponding assessments (Appendix D). The Village Charter School will comply with all elements of the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

4.6 How Learning Best Occurs

The Village Charter School believes that learning best occurs when the teaching methods and structures include:

- A cohesive, thematic approach
- Acknowledgement of and respect for each child's developmental stage
- Passionate teachers who instill a deep joy and love of learning
- Experiential, hands-on, interactive, project-based learning approaches
- Daily small group instruction (teacher-student ratio as low as 1:5)
- Small class size, limited to twenty students per class for all grades with a classroom assistant in each classroom.
- A qualified, dedicated staff committed to the values of the school
- A safe place where students have the confidence to take risks
- A nature-based extension of the classroom
- Integration of the arts throughout the curricula. Several studies have shown significant correlations between academic success, enhanced critical thinking abilities and positive attitudes towards community in students who are educated in an arts-integrated curricula (Catteral, 1998; Seidel, 1999; Heath 1998)
- Multiage classrooms where students benefit from interactions with other age groups
- Frequent field trips and periodic overnight trips to deepen and enhance the educational experience in the current unit of study
- Academic development in an environment that supports the unfolding of emotional and social aspects of the individual child
- A curriculum designed to foster attitudes and habits that promote responsibility and confidence
- Academic components framed within an artistic, creative, and imaginative context
- An approach that strives to increase capacities for self-motivated learning as opposed to an information-based model
- A partnership between home and school where parents are deeply involved in a variety of aspects of their child's education and school decision making
- Staff who are attentive to each child's personal development and rhythm
- Limited media exposure
- Nutritious lunch and snacks
- A cooperative, non-competitive environment where each child's uniqueness is honored

- Educational experiences both in and out of the classroom setting that engage the child intellectually, emotionally, socially, and physically

4.7 Curriculum and Instructional Design

The Village Charter School delivers a quality education utilizing developmental teaching and an integrated, thematic instructional approach. The VCS program is aligned to Common Core State Standards and utilizes alternative methods to reach Common Core goals. The program is enriched and vitalized by a place-based and multicultural curriculum, multiage classes, nature-based and experiential learning opportunities, festivals, service learning, and parent participation. The VCS approach is community-oriented and values healthy emotional, social, and physical development. Students develop conflict resolution and life skills, and in the safe, nurturing and encouraging learning environment, a lifelong learning culture is created where children practice effective and collaborative lifelong learning skills. The multiage model provides stability, continuity, and comfort. It is within this overarching framework that VCS students become fulfilled, creative, and productive individuals.

Developmental Teaching Methods

The VCS faculty embraces a developmental teaching approach. A child's developmental age tells where the child is functioning—where their eyes, hands, nervous system, mind and body are as a whole. At VCS, each child is recognized as unique and as having his or her own rate of development, which is considered and respected. At each developmental age, a child is ready for certain new skills. VCS teachers meet students at their individual stages of development, allowing children to learn new skills easily and enjoy success, without undue stress. The teachers provide rich content to the whole group and tailor it to the needs of individuals in small group settings. Daily small group work allows teachers to adapt to the specific needs of children at different developmental stages and learning styles. VCS class size is limited to twenty students. Due to retention, the VCS middle school classroom has grown and typically exceeds our twenty students per classroom goal. With the support of classroom assistants and break out groups for academic subjects, we are still able to maintain our small group student-teacher/instructor ratios as low as 10:1 and sometimes 5:1. Multiage groups, project-based learning, parent/community-based learning, and IEPs are also used. Parents and instructional assistants provide daily support to teachers.

Integrated Thematic Instruction

Instruction at VCS is integrated and thematic. Academic subjects, multicultural content, and artistic expression are integrated throughout the curriculum by means of biography, storytelling, history, crafts, games, art, music, plays, festivals, and seasonal celebrations. Multiple learning modalities are integrated into daily lessons to create a learning atmosphere that is supportive, challenging, and meaningful to each student. Lessons and activities blend cognitive, auditory, kinesthetic, visual, and tactile approaches to address students' dominant learning styles. Daily, weekly and seasonal rhythms provide consistent structure to the educational process. Middle school students benefit from integrated, interdisciplinary learning where all subjects are integrated into common themes. For example, middle-school students will study local food systems, nutrition, gardening and life cycles in science; scale drawings, proportions and ratios in mathematics; the *Seedfolks* novel in English; and social studies themes that relate to geography and resources in the formation of ancient societies.

Multiage Classes

Currently all VCS classes, except kindergarten, are multiage, consisting of two or more grade levels per class. The multiage structure provides valuable educational benefits. Students can stay with the same teacher for two or more years, allowing teachers to work more deeply with students, helping them to develop their abilities. Multiage classes also provide continuity and give the child a feeling of community and commitment. In the multiage setting, an intimate, extended family feeling develops, and students are less likely to define themselves through peer pressure. There is less competition than in a same-age class, experience and wisdom are valued, democratic values and practices are promoted, and a responsible, nurturing style of leadership evolves. Research on cross-age interaction, peer tutoring, and cooperative learning indicates that an age range of greater than one year can provide a level of intellectual stimulation that supports the development of both intellectual and academic competence. This sort of learning environment is also likely to generate greater social benefits than same-age groups (Katz et al., 1990). Mixed-age classrooms do not negatively affect student achievement, and students in these classrooms have significantly more positive attitudes toward school, themselves, and others (Stone, 1998; Veenman, 1996).

Nature-Based and Experiential Learning Opportunities

The nature-based curriculum and everyday rhythms and routines at VCS create a sense of joy, a respect for the dignity of all forms of life, and a responsibility for self and community. Environmental studies are an integral part of the VCS educational program. Students study ecosystems—how plants, animals, earth and weather all work together to create a sustainable environment. Students learn their place in the natural world as members, caretakers and protectors. Students hike, garden, and explore. Reading and writing programs come together in poetry, in science, inventive writing journals, and preparing foods from the harvest. Composting and recycling promote environmentally responsible living. Celebrating the earth and its natural rhythms and elements supports a sense of belonging to community, reinforces the idea that our actions have meaning, and promotes responsibility and protection of all living things.

Frequent Field Trips

Frequent field trips enhance the educational experience at VCS and provide valuable opportunities to learn in a hands-on and experiential way. To expand and inspire the classroom study of California history, students visit such places as Fort Ross, the Petrified Forest, the Jesse Peter Museum, the Miwok Village on Pt. Reyes and Angel Island. A trip to the Grist Mill in Napa further informs studies of pioneer life and grains of the world, where, accompanied by a guest fiddler, the children sing and perform the square dances they've learned at school. Weekly hiking trips at the Pepperwood Preserve, Shiloh and Riverfront regional parks and other local outdoor spaces provide physical challenge, opportunities for scientific observation, and an inspiring environment for authentic writing. Students enjoy regular outings to the open space west of the campus where they learn about and observe the biodiversity and seasonal changes of native plants and animals and the vernal pools. Students travel to Real Goods in Hopland to enhance the study of alternative energy sources and to the Mondini Open Space Preserve stewardship project to support PG&E's efforts in replanting native plants. Students take educational and gardening trips to the Permaculture Skills Center in Sebastopol and weekly trips to the Farmer's Market where the older students sell vegetables they've helped grow and the younger students can sample local, organic produce and practice money sense. To augment their studies of world culture and foods, students take lunch trips to local restaurants where they are warmly welcomed and treated to special information and demonstrations. In celebration of the season and local harvest, classes visit apple orchards where they pick and press apples. They visit tide pools to learn about local marine life. Additional trips include San Francisco's Exploratorium, Tall Ship sailing adventures, California Academy of Sciences, and the Luther Burbank Center for the Arts.

Festivals

A lively calendar of diverse seasonal and cultural festivals enriches the program at VCS and provides an opportunity for the entire school community to come together in joyous celebration. Festivals integrate the curriculum and include planning and participation by the entire school community—students, teachers and parents. Festivals include potluck feasts and performances by the classes, including song, dance, and often a recitation or play. The excitement and community feeling generated by these festivals bring families and students together. Festivals vary somewhat each year, depending on VCS families and curriculum. The year often includes: Harvest Festival, Día de Los Muertos, Winter Solstice, Martin Luther King Jr. Day, Cesar Chavez Day, May Day and Diwali.

Service Learning

In order to give each child a sense of his or her place in the community and to promote public service and the value of volunteerism, VCS finds ways for students to establish relationships in the local community, to break down barriers and engage in charitable work. Students sing for a local senior living community and initiate class-based charitable projects. Our middle-school students create their own individual Make-a-Difference projects, which have included clothing and blanket collections for local homeless shelters, raising money for solar suitcases needed at health facilities without reliable power, Santa Rosa Creek cleanups, volunteering at senior centers and animal shelters and many others. This curricular aspect is an integral part of every Village classroom and every Village student's education. We believe such knowledge and experience are rightful elements of every child's learning and development. Helping children develop the experience of human society as an aspect of oneself gives our students the compassion and skills needed to make responsible decisions and take meaningful action in their lifelong roles as citizens of the world.

Parent Participation

Parents are involved with all aspects of school life and are vital to the health of the school community and the richness of the curriculum. A synthesis of research on parent involvement over the past decade also found that, regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores and enroll in higher-level programs
- Be promoted, pass their classes and earn credits
- Attend school regularly
- Have better social skills, show improved behavior and adapt well to school
- Graduate and go on to postsecondary education

(Southwest Educational Development Laboratory, 2002)

Conflict Resolution and Life Skills

VCS uses a school wide conflict resolution and life skills program taught in all classes in a developmentally appropriate way. VCS promotes and seeks to instill in students 16 fundamental life skills including: responsibility, flexibility, curiosity, organization, cooperation, integrity, self-worth, effort, caring, initiative, perseverance, common sense, patience, friendship, problem solving, and sense of humor. Students are also taught how to use The Tool Box and Mindfulness practices to help self regulate and resolve conflict. VCS is committed to creating a safe culture that nourishes the character development of each child, while helping students become socially and personally responsible members of their school, their families and community. VCS develops students' communicative and problem solving skills by presenting conflict resolution practices as part of a curriculum based in restorative practices. Students practice Aikido, a non-violent martial art, weekly. Basic respect for each other, materials and the environment are emphasized at VCS. Students hold basic jobs to care for their classroom environment, supplies and materials. Students are treated with respect and learn to respect others. Self-confidence is fostered through a cooperative, non-competitive learning environment, where each child's uniqueness is honored. Awareness and shared recognition of the children's accomplishments, display of student work, performances, and many success experiences promote a positive self-esteem.

Lifelong Learning Skills

VCS teachers and curriculum promote essential transferable skills, a passion for learning, and the personal traits that support them. The educational environment creates a lifelong learning culture, where positive attitudes toward learning, reading, writing, speaking, and listening are developed. Critical thinking skills (enabling skills, processes and operations) are developed and practiced, and students are encouraged to reflect upon experiences and evaluate results. Personal skills, such as initiative, responsibility, and risk taking are also explored and developed. To encourage these principles and skills, teachers draw on children's literature, as well as engage students in cooking, making books, keeping journals, planning and implementing projects, hypothesizing about results or consequences, exploring and observing nature, and camping. Students work alone and in groups. They develop competence in research strategies and independent learning skills through projects that encourage interviews with knowledgeable people, frequent library visits, and familiarity with reference tools, technology, and materials, such as encyclopedias, dictionaries, and the Internet.

4.8 Curriculum and Materials Details

The Village Charter School curriculum addresses the Common Core State Standards for education and The College and Career Readiness standards that anchor and define general, cross-disciplinary expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. VCS teachers have identified key standards by grade level. Assessments and benchmarks are developed to ensure that these key standards are delivered by teachers and mastered by students on a regular basis.

In addition to standards-based curriculum, the Village Charter School's curriculum leads the child through a wealth of current and traditional stories, legends, songs, crafts, folk tales, plays, histories, experimentation, questioning and discussion, infused with seasonal festival celebrations drawing from a rich variety of global cultures. The integrated curriculum will include materials and activities for the development of understanding and

skills in Mathematics, Geometry, Natural Sciences, Physical Sciences, Technology, Language Arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing), Literature, Geography, History, Civics, Economics, Anthropology, Sociology, Practical Life, Movement, Physical Education, Music, Visual Arts and Crafts. In contrast to the traditional model in which curriculum is compartmentalized into separate subjects with given topics considered only once at a given grade level, the main concepts will be presented each year. Younger students will work concretely when exploring new concepts. When revisited in subsequent years, older students will be able to understand and investigate familiar ideas more abstractly and in greater detail.

As the students mature, they are introduced to tools by which the complexities of their relationship to our earth and universe, past and present, and to themselves and each other can be explored, articulated, shared, analyzed, integrated, and better understood. Through this discovery, each student learns to become socially responsible.

The community-based focus of the VCS occurs in multiage groups both in the classroom and in all-school activities such as school plays and festivals. Older students serve as models and mentors for younger ones. Students engage with one another to learn and practice conflict resolution skills and communication skills, and to develop a strong sense of belonging to and participating actively in the larger community.

Academics

History/Social Studies

The multicultural integrated approach at VCS feeds into a rich history and social studies program. Students study human cultures including the world of the past and the ecosystems cultures are based in. Much of the VCS curriculum is drawn from (though not limited to) the cultural heritage of the students. Reading, writing, art, music and cooking programs all take on additional life and meaning as they are inspired and guided by the study of the world and our place in it.

Science

Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and environmentally-conscious practices, the children develop reverence and a sense of guardianship for the earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, calls upon the children to observe carefully, ponder, discuss, and write up scientific observations, and encourages students to then draw their own conclusions. Through this process, rigorous, independent thinking and sound judgment are trained.

Reading

Children read and hear stories from a variety of perspectives. Printed songs, poetry and quotations are present in the lower grades, where a changing selection of thematic picture books is available for children to read. Students explore folklore and mythology from the different cultures studied. The social studies, science and music curricula all help determine the literature studied. The approach is both original and individualized while maintaining a high academic standard. All teachers read aloud as part of the daily activities.

Writing

The VCS writing program is described as “roots to wings.” In the early grades, students’ roots go deep as children become grounded in fundamental skills with phonemes and sight words in regular spelling activities. Children practice creative spelling while they learn to express their thoughts and ideas in journals. As their skills develop, they take wing and soar, practicing many writing styles, such as descriptive and expository writing, Haiku, and free verse.

Language

Children are taught in English, but learn about languages from all over the world and sing songs, count and learn some vocabulary from parts of the world they are studying.

Mathematics

VCS students learn math through direct instruction based on grade-level standards as well as through projects and in nature (such as identifying patterns, tessellation, counting acorns and measuring animal tracks). The

math curriculum and its subsequent delivery are extremely student-driven. We have moved away from a text-book oriented curriculum, (except in grades 4 through 8) understanding that it is more important to address the students' fluency in computational and procedural skills rather than the need to be on a particular chapter at a specific time. We employ many supplementary materials to enhance the students' abilities to use logical, mathematical reasoning to solve problems; support or refute hypotheses; and to learn new mathematical skills, terms, signs, symbols and models. We explicitly teach in both skill-homogeneous and heterogeneous, small-groups formats developed to enhance our students' abilities to apply mathematics to everyday life situations and make connections between mathematics and the other academic disciplines. We strive to provide our students with the opportunities and abilities to access and enjoy mathematics while appreciating its importance for future endeavors. Symmetry is revealed through the creation of mandalas; geometry is illuminated through origami. Math is practiced in the planning and measuring of fabric for hand-quilted pillows, by constructing an art gallery, and cooking. Counting money is mastered while raising money to purchase gift animals through Heifer Project for poor families in countries of study. The older children practice different mathematical principles during the planning and implementation of a gardening project requiring calculations for plot layout, soil and seed quantities, germination rates, and income and expenses. Our students also host site-based farmer's markets where students track sales, manage money, and make financial reports for the school. Students in grades 4 through 8 follow the Common Core State Standards directly using Holt McDougal textbooks.

Visual & Performing Arts

Creative arts are an integral part of the VCS educational program. Music is intrinsic to our studies of the world, and students learn how to express themselves in song, dance, drama and visual arts. They learn how this has been done historically and currently in different cultures. They participate in poetry readings and performances. Painting, pastel, sculpture, other mixed media, cooking and crafts support and enhance the study of nature, culture and community.

Grade-level Curriculum

Transitional Kindergarten/Kindergarten

Language Arts – concepts about print, introduction of phonics, vocabulary concept and development, comprehension strategies, penmanship and sentence structure

Mathematics – quality of numbers, measurement, geometry, data collection

History/Social Studies – multicultural stories and visitors, world geography, exploring and valuing world cultures and continents

Science – liquids and solids, plants and animals, habitats, ecosystems, scientific inquiry method with hands-on experiments

Visual and Performing Arts – watercolor, pastel and collage, class plays, songs, dance, musical percussion instruments, weekly Orff instruction

Physical Education – rhythmical movement, dance, obstacle course, jump rope, organized games requiring balance and traveling challenges

Grade 1

Language Arts – exposure to various world languages, world folk tales, poetry recitation, memorizing songs (in print), phonetic introduction, common word families, vocabulary instruction, comprehension strategies, reading fluency, penmanship and sentence structure, write brief narratives

Mathematics – operations of arithmetic; understand symbols +, -, =, >, <; place value to hundreds place; counting by 2's, 5's, and 10's; money; time; geometry; measurement; recognize, describe and copy patterns

History/Social Studies – multicultural stories; learning about people's lives, cultures, religions, homes, ways of life, food, celebrations, and family structures; world agriculture and processing grains, (i.e. planting, threshing, grinding wheat and baking bread)

Science-nature walks, gardening, observing and recording seasonal changes.

Visual and Performing Arts – daily singing and poetry recitation, world music and songs, multicultural dance, painting, modeling, world textiles and handwork (i.e. sewing, quilting, weaving), form drawing and cultural design, painting and mixed media, weekly Orff instruction

Physical Education – daily music and movement, rhythm sticks, multicultural dances, beanbag skills, weekly Aikido

Grade 2

Language Arts – exposure to various world languages, world folk tales, read and recite poetry, read Aesop's fables, read and spell from common word families and Dolch sight word lists, introduce nouns and verbs, introduce plural nouns, antonyms, synonyms, homophones, read fluently with appropriate expression, write friendly letters, narrative and creative writing

Mathematics – practice four operations of arithmetic, numbers and place value to 1,000, expanded notation, up to 3-digit sums and differences, story problems, counting by 2's, 3's, and 5's, beginning multiplication tables, fractions, money, graphs and charts, time, recognize and extend patterns, symmetry

History/Social Studies – multicultural stories; geography, biographies, learning about people's lives, cultures, religions, homes, ways of life, food, celebrations, and family structures; grains of the world

Science – gardening, nature and garden observations, plant reports, conduct simple science experiments

Visual and Performing Arts – daily poetry reciting and singing, world music and songs, multicultural dance, festival and community performances, painting, modeling, world textiles and handwork (i.e. weaving, quilting, dying with natural fibers), form drawing and cultural design, painting and mixed media, weekly Orff instruction

Physical Education – weekly Aikido, music and movement, rhythm sticks, multicultural dances

Grade 3

Language Arts – folk tales from around the world, creation myths and nature stories, biographies, poetry recitation, cursive handwriting, sentence structure, continue narrative and creative writing, grammar, phonics review, poetry

Mathematics – number sense, arithmetic operations, introduce fractions, problem solving strategies, basic measuring

History/Social Studies – creating a sense of place, including child's home and habitat and homes around the world, North American geography

Science – gardening, nature, plants, animals, life-cycles, world habitats, ecosystems, energy and matter, investigation and experimentation

Visual and Performing Arts – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork, weekly Orff instruction

Physical Education – daily cooperative outdoor games, weekly hikes, weekly Aikido

Grade 4

Language Arts – continue biography studies with research component about "Wise and Noble" people of the world culminating with oral presentations, California history and mythology, creative and narrative writing, sequential paragraphing, grammar, punctuation, poetry

Mathematics – continue arithmetic operations, fractions and decimals, perimeter and area, exploring strategies, graphing

History/Social Studies – study of early California including its indigenous roots, origin stories, local geography and native animal lore

Science – matter and energy, food webs, local geology, shaping of the earth, solar system

Visual and Performing Arts – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork, weekly Orff instruction

Physical Education – daily cooperative outdoor games, skill-based sports, fitness and endurance, weekly hikes, weekly Aikido

Language Arts – reading and writing related to the social studies theme, word origins, essay writing, research, responding to literature in discussion and writing, dictionary work, grammar and punctuation, poetry

Mathematics – continue arithmetic operations using larger numbers, fractions and decimals, percent, variables in simple expressions, volume, area, problem solving strategies

History/Social Studies – study of indigenous cultures, forming of our nation, introduce U.S. Constitution, the westward movement

Science – watersheds, weather, water cycles, respiration, transpiration, investigations and experimentation

Visual and Performing Arts – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork, weekly Orff instruction

Physical Education – daily cooperative outdoor games, skill-based sports, fitness and endurance weekly hikes, weekly Aikido

Grade 6

Language Arts – reading and writing related to the History/Social Studies curriculum. Emphasis on research and factual writing, continue spelling skills with focus on academic vocabulary words throughout the subjects, poetry

Mathematics – whole numbers and fractions, positive/negative explorations, ratios, proportions, percentages, probability, decimals, geometry.

History/Social Studies – study of the structures and development of ancient cultures around the world

Science-introduce plate tectonics, earth energy, continue study of watersheds, stream ecology, wetlands, ecosystems, niche communities

Visual and Performing Arts – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork

Physical Education/Health Education – daily cooperative outdoor games, skill-based sports, fitness and endurance, weekly hikes, weekly Aikido

Grade 7

Language Arts – listen to, read and recite ballads, poems, and legends from around the world, continue composition writing, narrative and expository writing, poetry, grammar, spelling and editing skills

Mathematics – factoring, Pythagorean Theorem, conversions between different units of measurement, fractions, decimals, and percent, ratio and proportion, inequalities

History/Social Studies –Renaissance period including the Scientific Revolution, and civilizations of Islam in the Middle Ages

Science-evolution of life, earth's geologic history, genetics

Visual and Performing Arts – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork

Physical Education/Health Education – daily cooperative outdoor games, fitness testing, weekly hikes, weekly Aikido

Grade 8

Language Arts – reading and responding to classic and contemporary literature, storytelling, word origins, continue narrative and expository essay writing, poetry, practice grammar, spelling, and editing skills

Mathematics – Algebra 1: algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Geometry: construct formal, logical arguments and proofs in geometric settings and problems.

History/Social Studies – American Revolution and the U.S. Constitution

Science – chemistry, periodic table, atoms and molecules, astronomy

Visual and Performing Arts – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork`

Physical Education/Health Education – daily cooperative outdoor games, skill-based sports, fitness and endurance, weekly hikes, weekly Aikido

Class Descriptions

VCS students reap the benefits of multiage education: lack of competition, family atmosphere, and no limits to individual learning. The children learn quickly that they do not have to compete with one another, because of their different ages; instead they learn that they each have something to share, and are respected for their own knowledge. In the family atmosphere, life skills and conflict resolution are important parts of the learning. Academically, without a class of peers, each child is given the chance to reach as far as he/she can. Older children firmly establish their learning by turning around and teaching the skills they just learned to younger students, who not only receive encouragement and appreciation for who they are, but also can look ahead to where they're going, through the models of the older children. This creates a natural experience of learning, different from learning just from a teacher, and children are very receptive to it. Our class configurations change each year based on our student population and needs. For a glimpse into each of the classes, as they have traditionally been organized, brief descriptions follow.

Transitional Kindergarten/Kindergarten

VCS offers a TK/kindergarten developmental program. It is a child-centered environment, where each child is given the opportunity to reconstruct the world around them through play, social interaction, group activities, and self-chosen projects. Children engage in cooking, dancing, gardening, singing, music, rhythmical gestures, movement, and play performances. The TK/kindergarten curriculum is designed to enhance the young child's physical development, including motor skills, social/emotional development, language development, and sensory development. The harmonious daily rhythms strengthen the child's sense of security, self-confidence, imagination, and creativity and encourage self-motivated academic challenges. Nature activities, festivals and seasonal rhythms connect the child to the world and nurture a sense of caring for the environment and for others. VCS believes that TK/kindergarten is not yet a time to expose the child to academic pressures; rather it's a time to preserve childhood, allowing the child to unfold in his or her own unique time. The TK/kindergartners' play *is* their work, and it is the teacher's job to recognize when the child is moving from one developmental stage to another and support the child in new ways. Embedded in the program, students work on grade level standards through an enriched, child-centered program.

Grades 1, 2, 3

Students explore world cultures of the past and present, including religions, festivals, heroes, legends, literature, food, music, dance, art, textiles and handwork. Each day begins with music. While the teacher plays one of her many instruments, children learn songs from and about the region of study, often in the native language. Over the course of the year they will learn by memory over one hundred songs and poems, the print versions of which are used on charts and in language arts lessons. Each month, the class learns about a new country or culture, which becomes the theme that is then woven throughout all class activities. The teacher reads aloud from book selections that relate to the theme and the free reading book collection changes each month to reflect the place, its people, wildlife and habitats, customs, arts and legends. For example, while studying America's pioneer days, students practice a spinning wheel, write with quill and ink, learn square dancing, hear American tall tales, read stories by Laura Ingalls Wilder, and visit the Grist Mill in Napa where they grind wheat for baking. The study of Greece introduces ancient mythology, etymology, dance, plants and foods. India brings stories of the Hindu gods, celebration of Diwali, lunch at an Indian restaurant, study of Mahatma Gandhi, letters to an Indian family in Bombay, and math with mandalas. The children experience the joy of giving and helping to improve another's life while learning to count money. Several times a year they raise money (first nickels, then dimes, then quarters, etc.) to send an animal or flock to a family in the country of study. By exposure to many cultures, the children gain flexibility and an appreciation for the diversity of humankind. The teacher facilitates the learning environment by creating centers relating to language arts, math science, social studies and art. The integration of community and world issues can be found woven throughout the curriculum. The students are encouraged to become part of the bigger community around them as they participate in school-wide cultural festivals and seasonal celebrations.

Grades 4-8

The curriculum presented in the 4th -8th grade multiage classrooms (typical configuration would be a 4-5 and a 6-8 distribution of students) is interdisciplinary and incorporates themes across all subject areas. Common Core standards are the leading guide throughout the curriculum planning process. The pedagogy in the 4th-8th grades uses project-based, place-based learning. Though the focus in grades 4-5 is on teaching and strengthening the foundational tools needed to succeed in the 6th-8th grade classroom. Place-based education (PBE) has emerged as an educational pedagogy to address the gap between children and nature and to ground learning in the local natural and human communities as a way to educate children as compassionate and engaged citizens. Sobel (2004) describes place-based learning as:

Place-based education is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to the community, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens. Community vitality and environmental quality are improved through the active engagement of local citizens, community organizations, and environmental resources in the life of the school. (p. 7)

Place-based education (PBE) offers not only a relevant, engaging formula for educating youth, but it also aims to foster a deep sense of belonging in natural and human communities. Students who are taught using a PBE paradigm have the advantage of experience with their local place and community members. The aim of this educational pedagogy is to guide students to recognize the assets found in the human and natural environments closest to them, and to accentuate restraint in the use of natural resources and support for social practices informed by mutuality (Grunewald & Smith, 2008). Place-based education has been shown in research to boost test scores, increase positive feelings about school and incite a sense of stewardship in students (Louv, 2008; Smith, 2002; Pranis & Duffin, 2009; Sobel, 2004; Chawla, 1998; Chawla, 2006). An example of place-based education in action in the VCS 6-8 grade classroom:

Students were studying classification of living things in science so we took a field trip to Pepperwood Preserve in Santa Rosa, CA. Students worked with botanists there to identify, photograph and research plants of the Preserve. Students compiled their data into a “field guide” so other student groups who attended the preserve could identify plants on hikes. They presented their field guide to the Pepperwood Science Education staff and it now is used by the Preserve naturalists. Students reported that they felt a sense of importance by participating in what they called “real” research creating a “real” product that would be used by professional naturalists to teach other children. Students used expository writing skills, photography and computer media skills, teamwork, leadership and communication skills as well as classification and scientific inquiry skills. Students also included ethno-botanical information of the uses of these plants by local Native Americans.

In addition to the place-based pedagogy, students in grades 4-8 also use many state-adopted textbooks aligned to Common Core State Standards. In math, these textbooks and instructional style are consistent throughout the 4 grade levels. We focus on preparing students for the academic rigor of high school and beyond by encouraging critical thinking skills and leadership and teamwork through cooperative learning. Exposure to technology in the classroom continues to be very limited in the 4th-5th grades. Once in middle school, technology become more integrated into the daily curriculum and students begin to master using it as a tool for learning. The middle school classroom also incorporates media literacy into the educational program. See Appendix B for sample daily schedule in the middle school classroom.

4.9 Logistics of the Educational Program

1. VCS will offer a minimum of 42,000 minutes of instruction each year to TK/kindergarten, 52,390 to grades 1-3 and 55,012 to grades 4-8. Our weekly schedule (to be reviewed and approved by the Board on an annual basis) will start at 8:30am and end at 3:00pm on Monday, Tuesday, Thursday, Friday, and 8:30am – 1:00pm on Wednesday. Our school calendar will run no less than 175 days for 2020-2021 and subsequent years. Our sample daily schedule can be viewed in Appendix B, although it should be noted that each teacher will be allowed individualization of the sample schedule to accommodate the needs of their classrooms.

2. School Calendar – The VCS yearly calendar will be created and approved annually by the board. A sample of the 2019-20 calendar can be found in Appendix C

4.10 Professional Development

Village Charter School leadership provides professional development opportunities that advance the effectiveness of teaching and learning. Each year faculty meets three days before the year begins, and three after the school year has ended to work together to refine the school vision, measure successes and target improvement areas. In addition, each Wednesday will be a minimum day with dismissal at 1 pm. Teachers will use this time for meeting, collaboration and lesson prep.

Faculty have attended courses/conferences such as Public School Institute, NCSOE, California Math Conference, Understanding by Design Curriculum Design Program, Bioneers, Tool Box Training, National Association of Independent Schools Yearly Conferences, California Kindergarten Conference, the Gesell Institute of Child Development, Occidental Arts & Ecology Center (School Garden Program), Rudolph Steiner College, Proprioceptive Development, and Expository Reading and Writing for Middle School Teachers.

4.11 MTSS (Multi-Tiered System of Supports)

California Education Code 52060 LCAP 8 Priorities: (Priority #1) Every pupil has access to the standards-aligned instructional materials.

California Education Code 52060 LCAP 8 Priorities: (Priority #2) Implementation of the academic content and performance standards including how the programs and services will enable EL students access to CCSS and English Language development standards.

VCS will follow Multi-Tiered Systems of Support (MTSS) that is based on the Response To Instruction and Intervention (RTI2) program to support student success. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

Evidence-based Instruction

Tier 1 instruction provided to all students at VCS. Tier 1 instruction is aligned to the new Common Core State Standards and to any other state standards that exist.

Universal Screening

All students enrolled in the educational program at VCS will be administered academic screening assessments at regular intervals each year. Examples of screening tools that may be used include DIBELS, PACE, BPST, and other scientifically based assessment tools that provide data for educational decision making.

Progress Monitoring

All students who fall below specific thresholds on universal screening assessments will be administered progress monitoring assessments on a regular, ongoing basis. Examples of progress monitoring tools include the progress monitoring assessments designed for this purpose by DIBELS, BPST, and other scientifically based assessment tools designed for frequent, ongoing progress monitoring of students.

Formative Assessments

VCS instructors use formative assessments to drive instructional decision making. Formative assessments include, but are not limited to, all of the above mentioned assessment tools as well as student created work, journals, portfolios, quizzes, informal and formal student discussions, and other modes of assessment that will create usable data for making sound educational decisions.

Interventions

Interventions used by VCS at both Tier 1 and Tier 2 will be supported by intervention programs appropriate

English learner interventions. Instruction at Tier 2 does not replace Tier 1 instruction, but is provided in addition to Tier 1 instruction. While students in Tier 2 may spend portions of their work periods and other class times receiving Tier 2 interventions, these students will nevertheless receive all of the same lessons they should receive at the Tier 1 level of instruction.

Data-Driven Program

Some portion of the approximately 43 weekly teacher meeting days is dedicated to reviewing student achievement data and assessing students' academic and emotional needs. Teachers and staff will also look at quantitative data to examine current practices and explore possibilities for instructional improvement.

VCS is designed to support all students. The program provides high-quality instruction and curriculum at Tier 1, 2 and 3. Universal screening, progress monitoring, problem-solving teams, parent participation and input, and flexibility for students to move between the tiers are some of the features of VCS' implementation of the MTSS framework.

MTSS Student Identification

The comprehensive system of tiered supports implemented by VCS identifies students as needing tiered support if any of the following conditions hold:

- The student's classroom performance is one or more years below grade level based on student work and assessments
- The student fails to demonstrate a full year's growth in more than one subject area
- The student has an IEP
- The student has a 504 plan
- The student is an English learner
- The student struggles with behavior that is disruptive to himself or others
- The student requires an advanced level of work not typically available in the student's classroom

Some of the features of VCS' educational program that allow for the differentiation of support for each student include:

- Individual and small group lessons
- Individual work plans
- Hands-on, tactile learning experiences
- Relative freedom of movement
- Meeting the emotional needs of students
- Highly qualified teachers
- Strong home-to-school connection
- Student mentoring program
- High-interest, project-based learning opportunities

VCS' implementation of MTSS will follow the customary 3 Tier model. Tier 1 instruction is for all students in the program. Tier 2 instruction is made available to students who score below specific, predetermined thresholds on the universal screenings given two times each year to all students. Other information may also be introduced by teachers and parents in support of providing Tier 2 support to students. About 10% to 30% of students at any one time will typically receive Tier 2 supports. Tier 3 supports are the most intensive and only a few students are estimated to require Tier 3 supports.

Parent guardian and teacher meetings will meet for all students in the program at least 2 times each year. For those students who receive Tier 2 instruction, a meeting with parents is planned prior to receiving Tier 2 supports in order to discuss the additional supports with parents. The School will make all reasonable efforts to talk with parents prior to providing supports to students in need. While a student is receiving Tier 2 supports, regular meeting with the parent guardians and teachers will occur no less frequently than every 6 weeks.

For students indicating a need for Tier 3 support, the parent guardians and teachers will meet to review possible supports and work to incorporate supporting practices at both the school and home. While a student is receiving Tier 3 support, regular meetings with the parent guardians and teachers will occur no less frequently than once every month.

4.12 Plan for Students Who Are Academically High and Low Performing

California Education Code 52060 LCAP 8 Priorities: (Priority #2) Implementation of the academic content and performance standards including how the programs and services will enable ELs access to CCSS and English Language development standards.

The Village Charter School is committed to working with students who are achieving below grade level to help them achieve at expected levels. The multiage class groupings are both academically forgiving and challenging, providing low-achieving and high-achieving children with multiple years to practice and fully master bands of curricular content.

Using standardized test results, classroom observations, and coursework, VCS will identify students who are performing below or above grade level, or those students otherwise having behavior issues, and utilize a Student Success Team (SST) process to develop a plan to address their individual needs. The SST process uses a systematic problem solving approach to assist students with concerns that are interfering with success. An SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. The SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Low Achieving Students

Students enrolled in the VCS educational programs that are determined to potentially benefit from Tier 2 MTSS support will be considered low-achieving. However, there may be cases of individual students who are low achieving although the teacher and parent team decide that the proper supports are available at Tier 1.

Tier 2 instructional support may include, and may not be limited to, small group instruction (1-6 students) learning activities facilitated by an appropriately credentialed staff member. The small groups of students will have regular meeting times and locations and will typically meet in the regular classroom or a designated outdoor learning area given appropriate weather conditions.

Tier 2 instructional support groups outlined in the previous paragraph will target skills and content knowledge based on the needs of the students. A parent or family volunteer who has clearly demonstrated the skill or experience, such as a retired teacher, may lead an instructional support group. However, school instructional staff will provide the bulk of such services. Additional Tier 2 instructional support may be provided in the form of after school tutoring sessions.

VCS teachers will formally review children's progress with the School Director every trimester utilizing multiple measures, particularly children who demonstrate a lack of growth on more than two measures (including level of engagement, teacher observation data, performance assessments, benchmarks, etc.) In these meetings, the School Director and the teacher will review the individualized plans for those children not making adequate progress and restructure them to be even more strategic and targeted. They will also determine whether to target particular children for additional intervention.

Initial interventions may include:

- In-class individual or small group instruction up to three times per week in a specific area targeted for growth, monitoring progress, utilizing strategic materials and resources designed to build and accelerate conceptual understanding
- Peer support and teaching by an older child in the classroom
- Increased responsibilities in the classroom to build confidence and connectivity to the community
- A personal project that excites the child
- Encouraging the student to utilize more strategic resources and stations in the room that the student may not have been utilizing, and monitoring progress with those resources / stations
- Regular personal goal-setting and check-ins with the student

Should the initial interventions fail to accelerate progress or be inadequate the teacher will work with the School Director to convene a Student Success Team. This team will be comprised of all the adults who work with the child at the School, other adults who may be effective in working with the child, any external mentors and advocates who have a strong relationship with the child, and the parents or guardians. At this meeting, the team will do a root cause analysis of the lack of progress and develop an interventions plan that builds on previous interventions and supplements with strategic additional interventions outside of the classroom. Support teachers will be trained in implementing this intervention, so children can receive the targeted instruction in the classroom whenever possible. Should a child need to receive that instruction outside of the classroom. he or she would only be

removed during times determined as beneficial by the teacher. Targeted interventions instruction could take place before or after school.

Additional interventions outside of the classroom can include:

- Individual or small group instruction up to five times per week in a specific area targeted for growth, monitoring progress, utilizing strategic intervention curricula designed to accelerate conceptual understanding
- Individualized guided practice with trained parents, classroom assistants, volunteers, older students, etc. (practicing reading, oral discussion, debate, math problems, math facts, etc.)
- Arts/movement therapy
- Counseling services and referrals
- Mentoring, support groups
- Other health, wellness, and family interventions as needed
- Finding exciting and engaging outside-of-school activities and programs that may motivate the child

If, after an additional trimester passes and a student continues to not make adequate progress, the Student Success Team would be reconvened and a plan developed to collect additional data. Additional testing may be requested or observations conducted, both inside and outside the school setting. This data would help either identify a stronger more effective plan to address the child's needs and/or indicate whether a referral for Special Education would be appropriate.

High Achieving Students

VCS is also committed to serving those students who are performing above grade level and needing additional challenge. Our class size and staffing model (20:1 and an instructional assistant in the classroom at least 5.5 hours per day) allow for individualized attention to provide extension activities to challenge these students. These students have the opportunity to extend their learning beyond the basic curriculum and inquire deeply into any area of the curriculum with the support of their teacher. High achieving students will continue to work in the inclusive general education setting, as will low achieving students. High achieving students will benefit from frequent mixed ability group learning activities.

High achieving students will gradually be given more choice in work as their self-discipline and responsibility maintains pace with their academic achievement. Relatively high achieving students commonly provide one-on-one lessons to younger or lower achieving students not only to support their younger classmates but also to learn through the act of demonstrating mastery. The increased scope of choice allowed to students who consistently demonstrate solid performance may include independent or group research projects, additional field trips based on in-class research projects, and access to advanced grade level curriculum.

4.13 Plan for Students Who Are Eligible for Special Education

Overview

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

VCS shall be considered a school of the District for purposes of Special Education, pursuant to Education Code Section 47641(b). However, VCS reserves the right to make written verifiable assurances that it may become an independent local educational agency (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. A change in LEA status or SELPA membership shall constitute a material revision of this charter. A required notification period may be outlined in the MOU.

So long as VCS operates 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) and in accordance with Education Code Section 47646 and 20 U.S.C. 1413, VCS seeks services from the District for special education students enrolled in VCS in the same manner as is provided to students in other District schools. VCS anticipates

delineate the respective responsibilities of VCS and the District with regard to the funding and delivery of special education and related services.

Section 504 of the Rehabilitation Act/ADA

VCS shall be solely responsible for its compliance with Section 504 and the American Disabilities Act (“ADA”). The facilities to be utilized by the Charter School shall be accessible for all students and all staff with disabilities. The 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 legally identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the 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 who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials 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, gross/fine motor, 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, gross/fine motor, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a qualifying disability is made by the 504 team in writing and notice is given in writing as a written 504 plan to the parent or guardian of the student in their primary language along with the 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 the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s 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 site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she will 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 annually to determine the appropriateness of the Plan, needed modifications to the plan and continued eligibility.

4.14 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

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:

As a part of the District for special education purposes, 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 District. The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, 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. In the event that the Charter School does become its own LEA for purposes of special education at a later date, it will provide the District with an updated reasonably comprehensive description of the provision of special education and related services, however it is understood that this will be a material revision to the charter petition.

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 will seek 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 policies and procedures, and shall utilize District forms in seeking out, 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, 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 anticipate that a Memorandum of Understanding ("MOU") will be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services. The agreed upon MOU will also address the issue of Charter School staff training.

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

Staffing

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 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 staff necessary to provide special education services to its students, including, without limitation, special education teachers and paraprofessionals, unless the District and the Charter School agrees that the Charter School will be responsible for staffing specific positions related to special education. To the extent that the Charter School is responsible for special education staffing (as clarified by the agreed upon MOU with the District), the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District 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 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, adaptive physical education teachers, 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.

Discipline is a charter school function, including discipline for Special Education students. While the District may be involved in manifestation determination issues, it is the Charter Schools' responsibility to ensure that it is acting in accordance with State and Federal Laws with regard to disciplining a special education student."

Identification and Referral / Search and Serve

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 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.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a response to their assessment request within fifteen days of receipt of the written request. If the Charter School / District student study team decides to move forward with the referral, they will provide the parent with a written assessment plan. The Charter School / District shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

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.

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 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. Charter School staff will be directly responsible for all school site implementation of the IEP.

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

The Charter School staff shall be directly responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies 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. 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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the District with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and nonpublic agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any nonpublic 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 regarding special education. 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. The Charter School will adhere to all policies and requirements of the District's SELPA. VCS will be represented as a school of the district for Special Education Purposes.

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 though 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 nonpublic 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.

General Fund Contribution to Special Education

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 beginning of each fiscal year, the District shall calculate the Charter School's pro-rata share of the District-wide encroachment for the upcoming 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.

At the beginning of each fiscal year, the District shall calculate the Charter School's pro-rata share of the District-wide encroachment for the upcoming year as calculated by the total unfunded special education accosts of the District for the prior year (including those costs attributable to the Charter School) divided by the total number of District ADA (including Charter School students) and multiplied by the total number of Charter School ADA. Charter School ADA shall include all students, regardless of home district. Adjustments will be made at quarterly increments to include, on a pro-rated basis, students who enroll after the student-enrollment calculation is made, or for students who leave during the academic year. This amount shall be calculated at the beginning of the fiscal year and paid in monthly installments throughout the fiscal year. A final accounting of the year will be made in September of the prior year using unaudited actual amounts of the encroachment and ADA. If the Charter School has paid more, it will receive a credit for the current year. If it owes more to the District, the amount due will be paid to the District on or before November 1 immediately following the year of encroachment.

4.15 Plan for Students Who Are English Learners

California Education Code 52060 LCAP 8 Priorities: (Priority #2) Implementation of the academic content and performance standards including how the programs and services will enable ELs access to CCSS and English Language development standards.

VCS will comply with all federal, state, and district laws, regulations, and other mandates or requirements regarding English Language Learner (ELL) education and re-designation. The school will meet all requirements of federal and state law relative to equal access to the curriculum for English Language Learners.

Identification and Reclassification of English Learners

Home Language Survey

The School will administer the home language survey upon a student's initial enrollment in the School. While the home language survey will be a primary means of identification, VCS assumes full responsibility for identifying all students who are English Language Learners and will assess all students in English language proficiency each year according to an annual assessment schedule.

ELPAC Testing

All children who indicate that their home language is other than English will be given the **English Language Proficiency Assessments for California (ELPAC)** within 30 days of enrollment to evaluate their listening, speaking, reading and writing abilities in English. This test will be given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient. The School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within 30 days of receiving test results from the publisher. The ELPAC shall be used to fulfill the requirements under the state and federal mandates for English proficiency testing.

English Learner Reclassification

VCS will utilize multiple criteria in determining whether to reclassify 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 ELPAC
- Staff determination that the student is able to access the curricular materials in English at or above the levels of native English-speaking peers
- School and teacher evaluations/assessments of whether the student has mastered grade-level standards
- 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

ELD Program

English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. VCS is committed to effectively serving children who are English Language Learners through a comprehensive approach to language instruction.

The VCS English Language Development (ELD) program will meet all federal and state requirements for services to English Learners. Our program will address the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with EL students.

The School Director and all VCS staff will ensure that all EL students are fully integrated into the regular classroom setting. Our educational program and materials are designed to reach all learners, including English Learners. We value the knowledge and experience that every student brings to the classroom. Teachers will encourage students to share that knowledge in a variety of forms so that even students with very little English proficiency can participate. Teachers also will strive to incorporate the home language(s) of the students in the classroom. This may be manifested through printed materials, audiovisual resources, parents or other volunteers. We also recognize and appreciate the particular needs of EL students and will continually evaluate our educational program with those needs in mind. Teachers will regularly discuss the needs and performance of our EL students during professional development days and weekly teacher meetings.

To become proficient in English, we will have three primary goals for our EL students. These goals are based on the overarching goals described in the ESL Standards for Pre-K-12 Students. Those goals are (1) to use English to communicate in social settings, (2) to use English to achieve academically in all content areas, and (3) to use English in socially and culturally appropriate ways. Achieving these goals will be part of their development toward reclassification. School success requires that students acquire proficiency in interpersonal communication and in academic language development.

Scaffolding: Using sheltered instruction, teachers will enable EL students to access grade level content and concepts. As part of sheltered instruction, multiple forms of instructional scaffolding will be used. Scaffolding is a way of temporarily supporting learners as they develop proficiency. Scaffolding will be built into the classroom environment, routines, and schedules. Teachers will use techniques in presenting lessons to students that break up the learning into chunks and then provide tools, or structures, with each chunk to help support students. Teachers will regularly plan to meet with EL learners during the course of the week in order to offer scaffolded lessons. Teachers will also use scaffolding tools with all learners, so the tools taught will be familiar with each student and not something unique to EL learners. In addition to scaffolding, differentiating instruction may also be used,

Teachers will support risk-taking by creating a safe environment. Predictable routines and procedures will help EL students participate in learning activities. Scaffolding will also be used in reading and writing development. Activities may include shared reading, patterned writing, cognitive mapping, and journal writing. Other teaching tools will be used such as modeling for students, tapping into prior knowledge as a framework for future lessons, giving students time to talk in order to verbally process and make sense of their learning with the community of learners; pre-teaching vocabulary within the context of subjects of interest for the students; using visual aids, including graphic organizers, pictures and charts as tools to help represent ideas/organize information / grasp concepts. Teachers will carefully monitor, adjust and supplement language to scaffold student comprehension and learning. This requires that teachers know their students and the content, and understand how to modify their language so that it is comprehensible, but not overly simplified. The development of a safe, nurturing learning environment is central to mission and vision for all students at VCS and the above mentioned practices are fully ingrained in the classroom and school culture for all learners.

Specially Designed Academic Instruction in English (SDAIE): Teachers across all classes and grade levels may use SDAIE strategies to support ELs in learning academic content. SDAIE instruction focuses on making academic input comprehensible and reinforcing it using strategies such as manipulatives, visuals, graphic organizers, planned opportunities for interaction, and modified language used during instruction. ELD standards and intervention techniques will be incorporated into all lessons presented by staff.

Literacy Support: English Learners will also receive specific and appropriate support in English Language Development during language arts lessons. Teachers may group EL students to specifically address EL needs. Teachers will use standards-based ELD assessments to develop specific small group lessons that will be delivered during the morning work periods. The ELD assessments will include activities such as word recognition, decoding, standards based writing projects, reading logs, and oral presentations. These small group lessons may include specific vocabulary support and instruction, phonological awareness, and language skills. EL students will have access to appropriately leveled texts in the content areas. Additionally, specific vocabulary instruction will be incorporated into all lessons.

On-going Assessment: For all EL students teachers will use a number of assessments to monitor progress, including classroom observation, the ELPAC and local assessments whether the student has met the goals identified above. Teachers are continuously monitoring EL student performance, particularly in language arts to ensure that they are not falling significantly behind their grade level peers. In addition, VCS incorporates the Sheltered Instruction Observation Protocol (SIOP) Model that has proven effective in addressing the academic needs of English learners. The SIOP model includes methods for teachers to assess the effectiveness of lessons for EL students and ways to monitor comprehension informally.

Monitoring and Evaluation of Program Effectiveness

The ELD program at VCS will annually be assessed by the School Director under the guidance of the Board of Directors using the following criteria:

- Adherence to VCS-adopted academic benchmarks, correlated with the Common Core state standards, by language proficiency level and years in program to determine adequate yearly progress
- Teacher qualifications and the use of appropriate instructional strategies based on program design
- Student identification and placement
- Parental program choice options
- Availability of adequate resources

4.16 Local Control Funding Formula

VCS will prepare and submit, in the form required by the State Board of Education, and in the manner required by the Education Code, a Local Control Accountability Plan, including annual goals to be achieved in the state priorities, specific annual actions to achieve those goals, and pupil outcomes aligned to the state priorities.

The Village Charter school will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. school wide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in 6.2: Measurable Pupil Outcomes for the school wide goals for relevant sub-groups and corresponding assessments. VCS will comply with all elements of the Local

Control Accountability Plan and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

The Village Charter School is committed to creating a school that motivates and assists all students in attaining the skills, knowledge and attitudes needed to succeed in life, as well as meeting proficiency on state academic standards. To achieve these goals, students need to perform academically at or above grade-level with respect to California's State Standards in all subject areas (English Language Arts, Mathematics, Science, Cultural Studies, History/Social Science, and Physical Education). They also need to be able to demonstrate their understanding and comprehension in multiple forms of assessment including journals, essays, presentations, portfolios and demonstrations, performance and standardized tests. Second, students need to have the creative thinking, adaptability and resourcefulness as well as the collaboration skills necessary to become socially and emotionally competent. Finally, VCS students need to be self-aware, persistent, and engaged in learning to continue on to high school, college and beyond as lifelong learners. VCS will ensure alignment of the curriculum in order to ensure success for all students in meeting the requirements of state-mandated standardized testing. These standards will serve as a reference in developing school goals and in making decisions regarding expenditure of resources, allotment of budget, staff development, program priorities, and policy decisions.

VCS will use various types and combinations of assessments to accurately determine if students are meeting the school's stated performance standards and their own individual potential. All assessment methods are appropriate developmentally and according to subject matter, skills, knowledge, and attitudes. Methods of assessment will be primarily based on standardized tests and standards-based rubrics and will include student work, teacher observation and evaluation, student demonstration, community service, multicultural festival projects, and self-assessed portfolios. Our assessment strategies will reflect VCS's commitment to:

- Promote an individualized approach to education
- Assess students in both academic and non-academic areas
- Provide broad, in-depth assessments to assist VCS families
- Recognize students' individual strengths and weaknesses
- Avoid labeling students
- Create a non-competitive environment for our students

5 ELEMENT B – MEASURABLE STUDENT OUTCOMES

The Charter School will identify the metric(s) and/or state indicator(s) that it will use as a means of evaluating progress toward measurable outcomes and accomplishing student and school goals. The metrics may be quantitative or qualitative and, as applicable, identify metrics for specific student groups. School-wide outcomes will be measured as follows:

OUTCOME	METHOD(S) OF MEASUREMENT
State Content Standards	CAASPP, Dashboard, internal and external assessments, teacher records, work samples, portfolios
Standardized Testing Growth	CAASPP, , ELPAC, PFT, Dashboard
Attendance	Attendance records, Dashboard

VCS students will make progress on or attain “Academic Mastery” in all of the core academic areas according to the benchmark goals chart provided. “Academic Mastery” is defined as proficient or above on CAASPP and at mastery or above on locally-developed assessments. Progress towards “Mastery” for special needs and English Learners will be defined according to their Individualized Education Plans and English proficiency levels as appropriate. Assessments are listed in the charts below.

State Content Standards/Common Core – VCS is dedicated to documenting student achievement of the state content standards each year in its core subjects in the order in which students are presented with the courses through state-mandated pupil assessments.

State Standardized Testing – It is the goal of VCS that its students will show measurable growth each academic year, as evidenced by scores on the standardized testing.

Attendance – It is the goal of VCS to strive to equal or exceed the District average for student attendance.

Dashboard: Using this multiple-measures system, it is the goal of VCS to address the needs of their students while also identifying the specific strengths and areas in need of improvement.

5.1 Use and Reporting of Data

The Director will collect and review individual student achievement data to inform a continuous cycle of school improvement. S/he will also seek input from parents, students and faculty in the monitoring and evaluation of the educational program on a regular basis. Parents and guardians will receive data on student achievements at least quarterly, at conferences and on trimester report cards. Teachers will review achievement data on a monthly basis, analyzing it and working collaboratively to address any identified deficits. Additional correspondence will be provided when necessary. VCS will compile and provide to the District an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed in the first table below.
- An analysis of whether student performance is meeting the
- A summary of major decisions and policies established by the Board of Directors during the year.
- Data on the level of parent involvement at VCS.
- Data regarding the number of employees working at the school and their qualifications.
- A copy of VCS’s health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating that VCS has implemented the means listed in the Charter to try to achieve a racially and ethnically balanced student population.
- An overview of VCS admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
- Analyses of the effectiveness of the VCS internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of VCS relative to compliance with the terms of the Charter generally.

The Charter School and District will jointly develop the content, evaluation criteria, timelines and process for the annual performance report. VCS will use the information compiled in the performance report to evaluate and improve upon its educational programming as necessary.

5.2 State Priorities

To support the pupil outcome goals at VCS and to fully implement the state priorities, VCS establishes the following clearly defined school wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

VCS will pursue the following school wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal goals and reflect proficiency measures required by the Windsor Unified School District, as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school.

The following chart delineates VCS' school wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in California Education Code § 52060(d). As the State and/or District define standardized assessment tools (e.g. CAASPP) and school performance measures (e.g. Dashboard), and the Local Control Accountability Plans as applicable to charter schools, VCS will ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined in § 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition. The agreed upon MOU will include the requirement that the Charter School report to the District on the annual amendments to the LCAP as part of the school's annual report on the prior year. Please see the following chart for specific actions, their corresponding assessments and the school personnel responsible for their implementation.

Table 1: State Priorities and Annual Goals

Priority #1 – Basic Services

“(1) The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.” E.C. §52060(d)

VCS will appropriately assign teachers (E.C. §44258.9) who are fully credentialed, and every pupil will have access to standards-aligned instructional materials (E.C. §60119), and school facilities will be maintained in good repair.

School Action	Method of Assessment	Person(s) Responsible
Maintain appropriate human resource practices and record keeping processes to ensure each staff member of VCS is appropriately qualified, credentialed, and meets all state and federal laws, rules, and regulations.	Director provides monthly reports to the VCS Board of Directors in which updated information regarding staffing and human resource compliance is included. Rate of teacher miss-assignment is reported even if zero.	School Director Board of Directors VCS Office Manager
Maintain classroom inventories of curriculum and instructional materials, as they are aligned to academic content standards, to ensure equal distribution of materials across the classrooms.	Director provides monthly reports to the VCS Board of Directors in which updated information regarding the school’s inventory of instructional materials, as they are aligned with state academic content standards, is given and any actions required to improve instructional inventories is made public.	
Maintain sufficient budget for building maintenance and janitorial services.	Director provides monthly reports to the VCS Board of Directors in which a report on the state of facilities is given.	

Priority #2 – Implementation of Common Core State Standards

“(2) Implementation of the academic content and performance standards adopted by the state board

including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.” E.C. §52060(d)

VCS will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

School Action	Method of Assessment	Person(s) Responsible
<p>VCS will align the curriculum with the Common Core State Standards and other state academic content standards, including the English Language Development Standards adopted by the California State Board of Education in 2012. Teachers will examine at staff meetings the extent to which the Common Core State Standards and other state academic content standards are being met.</p> <p>Special attention will be given to the progress of EL students and teachers will assess the extent to which EL students are able to access the curriculum as aligned to the Common Core State Standards and other state academic content standards, including the English Language Development Standards adopted by the California Board of Education in 2012.</p>	<p>On a weekly basis teachers from each classroom will report to the School Director the extent to which the teacher covered that month’s curriculum. The report will include, among other areas, an area for teachers to report the extent to which EL students in their classroom are accessing the curriculum as aligned to the Common Core State Standards and other state academic content standards.</p>	<p>Director Classroom Teachers</p>

Priority #3 – Parental Involvement

“(3) Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.” E.C. §52060(d)

VCS will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

School Action	Method of Assessment	Person(s) Responsible
<p>VCS will maintain a Parent Association, hold regular parent education events, and develop family participation plans. Please see Element D: Governance of this charter petition for a description of these school actions.</p>	<p>VCS will maintain copies of Parent Advisory Board meeting agendas and minutes and post them online on the school’s website. VCS will hold at least one parent education event each calendar month. Ongoing surveys and individual interviews will assess the level of success of parent education nights. Confidential family participation plans will be kept on file.</p>	<p>Director Parent Association Board of Directors</p>

Priority #4 – Student Achievement

“(4) Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The Academic Performance Index, as described in Section 52052.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.

(E) The English learner reclassification rate.

(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.” E.C. §52060(d)

VCS will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment (as available)

B. Performance as displayed on Dashboard

C. Percentage of EL students who make progress toward English language proficiency as measured English Language Proficiency Assessment for California (ELPAC)

D. EL reclassification rate

School Action	Method of Assessment	Person(s) Responsible
<p>Weekly teacher meetings will focus on instructional planning to ensure that state standards are being taught to all students in part to ensure good performance on statewide assessments as available. Students will be assessed on their grade level knowledge of Common Core State Standards and other state academic content standards throughout the year as appropriate.</p> <p>VCS will work with the school district and appropriate state agencies to ensure that appropriate actions are developed to address progress.</p> <p>All students who indicate a language other than English as their primary language on their home language survey will be administered the ELPAC. Consistent with this charter’s section on English language learners, the appropriate tier of support will be provided to English students. All English language learners will be administered progress monitoring assessments.</p>	<p>Agendas and minutes of staff meetings, where appropriate, will be kept on file. Teachers will examine the results of standards aligned assessments for students in their own home classroom as well as examine school wide performance data.</p> <p>VCS will maintain a rigorous and comprehensive MTSS process that will include assessment, progress monitoring, and tiered academic support as appropriate for English learners. A file will be kept and maintained for each student receiving MTSS. Files shall remain complete and include dates of next assessment and current tiered support being provided.</p>	<p>School Director Classroom Teachers EL Teacher</p>

VCS will monitor the number of EL students enrolled and track progress towards English language proficiency. The rate of reclassification will be calculated.		
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Priority #5 – Student Engagement

“(5) Pupil engagement, as measured by all of the following, as applicable:

(A) School attendance rates.

(B) Chronic absenteeism rates.

(C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.

(D) High school dropout rates.

(E) High school graduation rates.” E.C. §52060(d)

VCS will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:

School attendance rates

Chronic absenteeism rates

School Action	Method of Assessment	Person(s) Responsible
VCS will report the school’s attendance rate at monthly Board of Directors meetings. A system of family support will be developed and implemented to support families who struggle to maintain good attendance rates or whose student is chronically absent.	The charter school will maintain a weekly record of attendance to be reported at each Board of Directors meeting. A file of letters and other family communications from the school to parents and guardians regarding attendance will be kept on file.	Director VCS Office Manager

Priority #6 – School Climate

“(6) School climate, as measured by all of the following, as applicable:

(A) Pupil suspension rates.

(B) Pupil expulsion rates.

(C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.” E.C. §52060(d)

VCS will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:

A. Pupil suspension rates

B. Pupil expulsion rates

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

School Action	Method of Assessment	Person(s) Responsible
VCS will maintain practices designed to support a safe and supportive environment. Discipline will focus on natural consequences and restorative practices to support students’ overall physical and emotional health.	Bi-annual training of staff to support maintenance of a safe and supportive environment. Discipline records will be kept on file. School will report where appropriate the school’s suspension and expulsion rates.	Director Classroom Teachers

Priority #7 – Course Access

“(7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.” E.C. §52060(d)

VCS will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRMP-eligible, or foster youth; E.C. §51210) and students with exceptional needs.

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

Grades 1-8: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board (E.C. §51210)

School Action	Method of Assessment	Person(s) Responsible
VCS will ensure that instruction in all content areas is provided to all students. Director will support teachers in planning to be sure that lessons are given at appropriate times that span the full range of the curriculum.	Samples of work from each student will be regularly filed in a yearly portfolio for each student. The samples of work placed in those files chosen by the teacher and student. Student work examples will be chosen from each curriculum area and the number from each area will be roughly equal to the number of work examples from any other curriculum area.	Director Classroom Teachers

Priority – #8 Outcomes in a Broad Course of Study “(8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.” E.C. §52060(d)

All students will demonstrate appropriate development or age/grade level mastery of State and National standards. Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following as applicable:

- A. Internal assessment
- B. Growth
- C. Social responsibility

School Action	Method of Assessment	Person(s) Responsible
<p>Benchmark assessments of all students are given during the first two months of the academic year to establish a baseline from which yearly progress will be measured for each student.</p>	<p>Teachers will maintain data records in accordance with the School Director’s developed process of data collection and reporting. These data records will include scores for each student from a select list of assessments given at regular intervals throughout the year.</p> <p>This assessment data will be reportable at the student, class, and school wide levels in order to examine the school’s instructional practices and create additional ways to improve.</p>	<p>Director Classroom Teachers</p>

6 ELEMENT C – METHODS OF ASSESSMENT

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

6.1 VCS’ Approach to Assessments

It is the Village Charter School’s philosophy that learning is developmental and all individuals develop in different ways and at different rates. Therefore multiple forms of assessments of growth and development will be used to inform instruction and curriculum.

The following measurable student outcomes are aligned with the school’s mission and definition of what it means to be an educated, career and college ready person in the 21st century. The assessment tools used to measure these goals are covered in detail in the Measurable Outcomes Goals table below.

VCS’ performance goals include absolute measures of proficiency, goals relative to external standards, and annual goals for matched cohorts. Proficiency levels are set at 80% (numeric scale) or 4 of 5 (rubric) across subject areas. The targets listed in the table below are school-wide averages that grow incrementally through the years.

The goals have been created to be specific, measurable, attainable, results-based and time-bound to ensure that school improvement efforts are concrete, motivating and realistic. Performances on these measures, taken together, will indicate each child’s progress toward meeting statewide standards as required by law, though no one measure alone will constitute a sole indicator of satisfactory or unsatisfactory progress.

The goals and assessment table below provide an overview of the multiple data sources by which the School will measure student outcomes and the goals tied to each measure. While VCS believes that the most powerful assessments a teacher uses are his or her own informal and ongoing assessments, the School is clear that effective and accountable schools have formal assessment systems to ensure all children are making adequate and consistent growth on multiple objective measures and to inform the teacher’s informal assessment systems.

At all times, appropriate measures are taken to respect the confidentiality of any student records protected under the Family Educational Rights and Privacy Act.

6.2 Measurable Outcome Goals Table

MEASURABLE STUDENT OUTCOMES FOR ACADEMIC AREAS

LEGEND	MEASURABLE STUDENT OUTCOMES	TEACHING METHODS	ASSESSMENT METHODS**
<u>Teaching Methods:</u> <ul style="list-style-type: none">CL-Cooperative LearningDGL-Differentiated Grade-Level GroupDI-Direct InstructionGL-Grade-Level GroupIEP-Individualized Education PlanMAG-Multiage GroupMI-Multiple IntelligencesPB-Project BasedP/CB-Parent/	<u>Language Arts:</u> Students will be expected to read grade appropriate texts fluently and with comprehension, to demonstrate facility in expository and narrative writing forms, to communicate ideas and understandings clearly and in detail, and to demonstrate a correct understanding of the rules that govern the English Language. 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. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures. Students will be expected to demonstrate and apply their understanding on a variety of performance assessments.	CL, DGL, DI, GL, MAG, MI, PB, P/CB, IEP	OE, P, R, SD, ST, DIBELS, BPST, CAASPP
	<u>Mathematics/Geometry:</u> Students will be expected to understand and correctly apply mathematical concepts to simple and complex problems, compute accurately, and	CL, DGL, DI, GL, MAG, PB, MI P/CB, IEP	OE, P, R, SD, ST, CAASPP

<p>Based</p> <p><u>Assessment Methods:</u></p> <ul style="list-style-type: none"> • OE-Teacher Observation Evaluation • P-Portfolio • R-Grade –Level Standards-Based Rubrics* • SD-Student Demonstration • ST-Standardized Test • CAASPP-CA Assessment of Student Performance • BPST-Basic Phonics Skills Test • BA-Benchmark Assessments • PFT-Physical Fitness Test 	<p>will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, and geometry. Students will be expected to demonstrate and apply their understanding on a variety of performance assessments.</p>	<p>CL, DGL, DI, GL, MAG, PB, MI P/CB, IEP</p>	<p>OE, P, R, SD, ST, CAASPP</p>
	<p><u>History/Social Studies:</u> Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures. Students will demonstrate understanding of key geographical, social, historical, political, and sociological knowledge with a deep understanding of the history of the interconnectedness and relevance of the sciences. Students will learn to apply information, concepts and perspectives in research of global history; deliberate on public issues; understand the foundation of representative government; and those events of the past that inform the present. Students will be expected to demonstrate and apply their understanding on a variety of performance assessments.</p>	<p>CL, DGL, MAG, MI, PB, P/CB, IEP</p>	<p>OE, P, R, SD, ST (8)</p>
	<p><u>Science:</u> Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, physiology, ecology, astronomy, and earth sciences. Students will be expected to demonstrate and apply their understanding on a variety of performance assessments.</p>	<p>CL, DGL, DI, MAG, MI, PB, P/CB, IEP</p>	<p>OE, P, R, SD, ST (5 & 8)</p>
	<p><u>Visual and Performing Arts:</u> Students will be presented with opportunities to participate in a variety of activities: fine arts, dance, drama and music. Students will learn about art from various historical, cultural and ethnic expressions, and the role of the artist in providing expression to the community and the world.</p>	<p>CL, DGL, MAG, MI, PB, P/CB, IEP</p>	<p>OE, P, R, SD,</p>
	<p><u>Physical Education:</u> Students will develop healthy lifelong habits and a balanced approach to physical fitness, nutrition, emotional stability and positive social interactions. Children will be expected to understand how their physical health and wellbeing are tied to physical fitness and proper nutrition, and have a greater understanding of the forces challenging global and local health. A variety of activities such as Aikido, dance, movement, jump rope, ball games, cooperative games, laps, and obstacle course, will be offered to develop physical and social health.</p>	<p>CL, DGL, MAG, MI, PB, P/CB, IEP</p>	<p>OE, P, R, SD, PFT</p>

VCS Rubrics	50% of students at developing or mastery by the end of the 1 st trimester 70% of students at developing or mastery by the end of the 2nd trimester 90% of students at developing or mastery by the end of the 3 rd trimester
ELPAC	At least one level's growth in Overall ELPAC each year.

Special Education	Children will be expected to meet the annual goals articulated in the student's Individualized Education Plan (IEP).
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MEASURABLE STUDENT OUTCOMES FOR PROCESS SKILLS

LEGEND	MEASURABLE STUDENT OUTCOMES	TEACHING METHODS	ASSESSMENT METHODS**		
<u>Teaching Methods:</u> <ul style="list-style-type: none">CL-Cooperative LearningDGL-Differentiated Grade-Level GroupDI-Direct InstructionIEP-Individualized Education PlanMAG-Multiage GroupMI-Multiple IntelligencesPB-Project BasedP/CP/CB-Parent/Community Based	<u>Long-Term Learning/Executive Functioning Skills:</u> Students will develop skills, which enable them to pursue cross curricular/interdisciplinary skills and their own path of learning throughout their schooling and adult lives, including: <ul style="list-style-type: none">Study, summarize, and report i.e. note taking, research skills, studying strategiesPlan, initiate and complete a projectReflect on and evaluate one’s own and others’ learningTime managementGoal setting and achievement (short and long-term)	DGL, DI, IEP, PB, MI, P/CB	OE, P, R, SD, SE		
	<u>Social/Interpersonal Skills:</u> Students will demonstrate: <ul style="list-style-type: none">Strong citizenship and leadership skills by planning and implementing a project in service to the school and/or greater community.Participation in responsible, compassionate peer relationships, by engaging in conflict resolution strategies.Collaboration and work effectively with others in cooperative groups.Multicultural awareness through intercultural knowledge and abilities to appreciate and navigate in their own culture as well as cultures different than their own.	CL, DGL, DI, IEP, MAG, MI, PB, P/CB	OE, SD, SE		
	<u>Operating Skills:</u> Students will demonstrate: <ul style="list-style-type: none">Critical thinking skills: problem solving, analyzing, and applying knowledge.Knowledge of pertinent issues of health and the development of physical fitness.Comprehensive communication with self and others.Creative expression through various forms of the arts: e.g. music, drama, dance, and visual arts	CL, DGL, DI, IEP, MAG, MI, PB, P/CB	OE, P, R, SD, SE		
	<u>Life Skills:</u> Students will develop these skills necessary for a healthy and successful adult life: <table><tr><td><ul style="list-style-type: none">ResponsibilityFlexibilityPerseveranceIntegrity</td><td><ul style="list-style-type: none">InitiativeSense of HumorPatienceCuriosity</td><td><ul style="list-style-type: none">Sense of self worthOrganizationProblem Solving</td></tr></table>	<ul style="list-style-type: none">ResponsibilityFlexibilityPerseveranceIntegrity	<ul style="list-style-type: none">InitiativeSense of HumorPatienceCuriosity	<ul style="list-style-type: none">Sense of self worthOrganizationProblem Solving	CL, DGL, DI, IEP, MAG, MI, PB, P/CB,
<ul style="list-style-type: none">ResponsibilityFlexibilityPerseveranceIntegrity	<ul style="list-style-type: none">InitiativeSense of HumorPatienceCuriosity	<ul style="list-style-type: none">Sense of self worthOrganizationProblem Solving			
<u>Assessment Methods:</u> <ul style="list-style-type: none">OE-Teacher Observation EvaluationP -PortfolioR-Grade-Level Standards-Based Rubrics*SD-Student DemonstrationSE-Self-Evaluation					

MEASURABLE STUDENT OUTCOMES FOR MULTICULTURAL STUDIES

LEGEND	MEASURABLE STUDENT OUTCOMES	TEACHING METHODS	ASSESSMENT METHODS**
<u>Teaching Methods:</u> <ul style="list-style-type: none"> CL-Cooperative Learning GW-Group Work MCS-Multicultural Community Speakers PB-Project Based P/CB-Parent/Community Based <u>Assessment Methods:</u> <ul style="list-style-type: none"> CS-Community Service MFP-Multicultural Festival Project OE-Teacher Observation Evaluation P-Portfolio R-Rubrics* SD-Student Demonstration SE-Self-Evaluation PFT-Physical Fitness Test 	<u>Multicultural Language Arts:</u> Students will learn about a variety of myths, legends, fables and stories of diverse people and cultures in multiple forms of expression, i.e., listening, reading, speaking, writing and presentations. They will engage in in-depth study/comparisons of contrasting cultures, time periods and social identifications.	CL, GW, MCS, PB, P/CB	CS, MFP, OE, P, R, SD, SE
	<u>Textiles, Food, Farming:</u> Students will develop abilities to create handwork items (weavings, cultural designs, and crafts) and will practice mathematical processes and concepts. Students will learn about foods, domestic culture, and farming methods (old and new) and innovative techniques.	CL, GW, MCS, PB, P/CB	CS, MFP, OE, P, SD, SE
	<u>History, Geography, Festivals:</u> Students will understand and apply historical, cultural, and geographical knowledge of our diverse world, ancient and modern. Local and global connections will be made through communications (i.e. letter writing, pen pals) and global projects. Students will study various wise and noble people from around the world.	CL, GW, MCS, PB, P/CB	CS, MFP, OE, P, R, SD, SE
	<u>Arts/Physical Education:</u> Students will be presented with unique and different ways to participate in a variety of activities, such as fine arts, performing arts, music, cooperative games, Aikido, nature hikes and activities.	CL, GW, MCS, PB, P/CB	CS, MFP, OE, P, R, SD, SE, PFT
	<u>Science:</u> Students will utilize scientific research and inquiry methods to understand and apply different branches of science from a multicultural perspective.	CL, GW, MCS, PB, P/CB	CS, MFP, OE, P, R, SD, SE

*These rubrics will be created to align with the Common Core State Standards.

**VCS will attempt to stay abreast of new assessments and data tools becoming available to track and monitor student growth and learning, particularly those in alignment with the Common Core standards. The School commits to using assessments that can be given frequently, allow instant reporting, are diagnostic, provide data on growth, and provide growth towards grade-level standards mastery.

6.3 Quantitative Norm (Criterion) Referencing

VCS is committed to using both criterion-referenced/standards-aligned assessments and diagnostic/formative assessments in our school-wide assessment plan. Criterion-referenced assessments will be used to monitor whether children are mastering grade level standards, and to identify standards to focus on in the classroom. These assessments are also disaggregated to identify trends, find specific areas of instructional strength and weakness, and to ensure children are making progress towards grade-level proficiency against state standards.

Assessment data will be used both to support the development and monitoring of each student's learning path and to track each individual's growth over time against targets. At the upper elementary and middle school levels, the School expects children to assist in monitoring their own assessment data and their growth against their own targets. Teachers will be playing an increasingly facilitative role in supporting children to better monitor and advocate for their own learning.

Assessment data will be captured in the children's report cards, as well as teacher notes and observations, performance on criterion-referenced assessments, growth on formative assessments, children's reflections on their own growth, student portfolio work and teacher rubrics. See Appendix D for Sample Report Cards.

6.4 State Assessments

Pursuant to California Education Code Section 47605(c), VCS will conduct state pupil assessments, including the CAASPP, the ELPAC, California Fitness Exam, and any other assessments as mandated. VCS is subject to all state and federal assessment and accountability requirements.

The results of these state assessments will be an indicator of overall school wide performance, class performance, grade-level performance and subgroup performance. These tests will be one of multiple assessment methods used to document and monitor student growth on a continuum of achievement.

ACTUAL PERFORMANCE

Metric/Indicator

Expected Outcomes

Actual Outcomes 17-18

MATH-Local Benchmark Assessments and CAASPP

80% of all students in grades 3-8 at 80% or above on local assessments.

CAASPP 60% at met or exceed standard

Goal met on Local assessments

CAASPP 45% of students tested met or exceed standard

METRIC/INDICATOR

EXPECTED OUTCOMES

ACTUAL OUTCOMES 17-18

ELA-Local Benchmark Assessments and CAASPP

90% of all students in grades 3-8 perform at 80% or above on local assessments.

CAASPP 60% at met or exceed standard

86% of students performed at 80% or above on local assessments.

CAASPP goal was met.

METRIC/INDICATOR

EXPECTED OUTCOMES

ACTUAL OUTCOMES 17-8

**ELL-LOCAL BENCHMARK
ASSESSMENTS AND ELPAC**

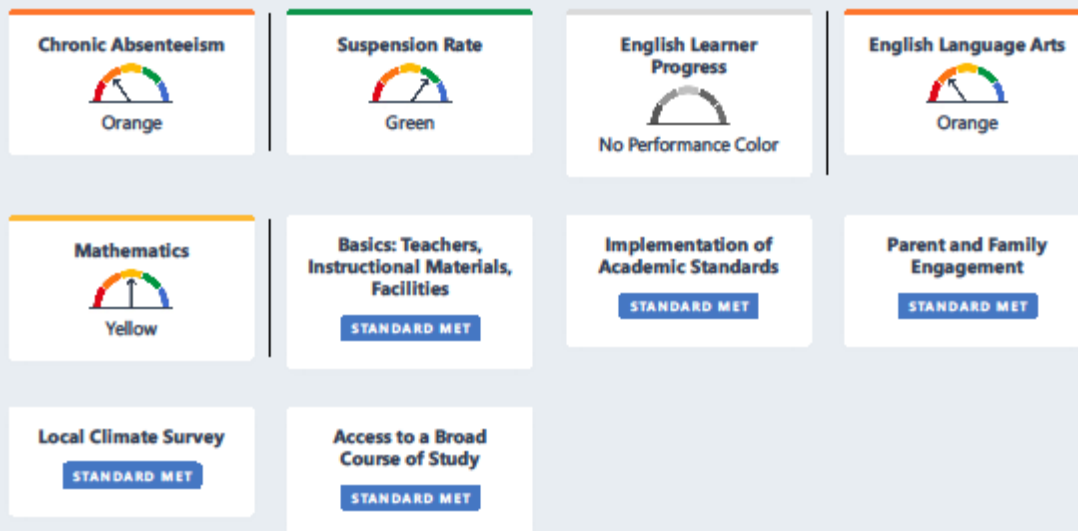
ADVANCE ONE LEVEL ON ELPAC

**ALL STUDENTS TESTED
ADVANCED ONE LEVEL ON
ELPAC**

SCHOOL PERFORMANCE OVERVIEW

Village Charter

Explore the performance of Village Charter under California's Accountability System.



School Details

Optional Narrative Summary

Completed By Village Charter

VCS provides an educational choice and opportunity for families and children that are looking for an alternative approach to education in the K-8th grade years. The multicultural, multi-age curriculum offers a unique and inspiring approach to learning while meeting California State Content Standards and Frameworks. Through this approach, the growing student develops his or her intellectual faculties, artistic and practical utility, and appreciation and compassion for self, humanity, and nature.

NAME

Village Charter

ADDRESS

2590 Piner Road
Santa Rosa, CA 95401-4035

WEBSITE

<http://www.villagechart...>

GRADES SERVED

K-8

VILLAGE CHARTER

Student Population

Explore information about this school's student population.

See <https://www.cde.ca.gov/ta/ac/cm/> for the complete and updated Dashboard.

Village Charter School met all growth targets in 2018-19.

Notes:

1. Standardized test data for small schools can fluctuate due to student mobility. It will be essential for thorough implementation of the VCS rubrics to ensure reliable data.

2. Students identified in the Benchmark Goals will have been enrolled at VCS for at least a full academic year prior to their data being included in the analysis (with the exception of Kindergarten).
3. At some grades, the enrollment is very small (e.g. 6 students per grade level). Data will not be reported by grade level, per the CDE practice, unless there are at least 10 students per grade level. However, it will be aggregated locally and statewide.
4. The school will continue to be measured by state and federal guidelines which will serve as indicators for comparing VCS with other schools. Small schools, with between 11 and 99 valid CAASPP scores do not receive similar schools ranks.
5. These achievement results will be tested rigorously and adjusted as necessary each year.

State Assessment Modifications and Accommodations

Children with disabilities under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized testing and will be afforded the appropriate accommodations/modifications where necessary and appropriate.

6.5 Promotion and Retention Policies

VCS teachers individualize instruction and differentiate support using developmentally appropriate practices. Children at VCS are learning in multiage classrooms settings. Multiple years in a given classroom enable children to develop strong relationships with the adults, become proficient in their communities and in their learning environment, and feel comfortable in a wide range of skills, abilities and developmental phases.

The most effective intervention for a child who is struggling to meet grade-level standards is quality differentiated instruction, individualized targeted support and a comprehensive MTSS. There is little research supporting retention as an effective intervention in accelerating learning. In fact, most research demonstrates that retention is an ineffective intervention, and that children who are retained are more likely to have lower levels of proficiency, GPAs, attendance rates and graduation rates.

6.6 Integration of Technology and Assessment Systems

VCS uses Aeries and CALPADS to ensure that the School's assessments are part of a system that collects and organizes assessment data, connects to other data systems (human resources, student information) and enables multiple stakeholders to access and interact with that data.

6.7 Cycles of Inquiry

VCS teachers and administrator/director will be engaged in on-going cycles of inquiry into their practice and its connection to student learning outcomes. They will work to review performance data for individuals, class performance and benchmark data on a trimester basis. Teachers will be guided to look at how children performed on multiple measures, identify patterns of underperformance or high performance, and identify focus children who are not making adequate progress. Collaborative teams will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, and pursue different strategies or actions to improve student outcomes. Teachers will be coached in using various inquiry protocols to ensure the School is building teacher capacity to facilitate and conduct cycles of inquiry both formally and informally.

VCS staff understands that teaching to deep understanding and mastery is complex and that teachers cannot approach this complex task formulaically. They must develop hypotheses about how a given child might master a particular objective based on that child's interests, current level of ability, level of engagement, personality, learning style, etc. Should the hypothesis be incorrect, an effective teacher would use that data to form another hypothesis and continue this line of inquiry until success is achieved. VCS will train this skill in teachers and foster a culture of teacher inquiry.

6.8 Reporting and Accountability to Authorizer

VCS will promptly meet all reasonable inquiries for data from the Authorizer or other authorized agency and assure timely scheduled data reporting to our Authorizer in compliance with the law.

In accordance with Title III, VCS will adhere to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding ELPAC results and reclassification. In accordance with IDEIA, VCS will comply with all state and federal laws regarding reporting requirements for children with IEPs, including, at a minimum, quarterly reports to a Special Education student's parents on progress towards goals stated within the IEP.

6.9 Reporting to Broader Community

The School will annually publish the School Accountability Report Card (SARC) in accordance with state and federal laws as they apply to charters.

6.10 District Visitation/Inspection

The School will comply with an Authorizer requested visitation process to enable the Authorizer to gather information needed to validate the School's performance and compliance with the terms of this charter. The School agrees to and submits to the right of the Authorizer to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

7 ELEMENT D – GOVERNANCE STRUCTURE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” - California Education Code Section §47605(b)(5)(d)

7.1 Shared Leadership

The Village Charter School will collaborate with families and the educational community to engage in an ongoing cycle of assessment, reflection, planning and implementation to ensure school success. School governance will include oversight from the Authorizer and governance by an elected Board of Directors to ensure that the school meets its stated mission and goals. The Charter School will be subject to the same conflict of interest laws as the district.

7.2 Legal Status

The Village Charter School shall be operated as a California nonprofit public benefit corporation, organized pursuant to California Nonprofit Public Benefit Corporation Law. The Village Charter School will be a direct funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this Charter.

7.3 Authorizer Relationship

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

7.4 Governance Structure

The Village Charter School will be governed by its Board of Directors pursuant to its adopted bylaws, which shall be consistent with this charter. The VCS Board will operate pursuant to the Petition, the Bylaws and MOU. The governing Board's major roles and responsibilities include establishing and approving all major educational and operational policies and overseeing their implementation, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating top administrative staff.

The Village Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The number of directors shall be no less than seven (7) and no more than eleven (11) unless changed by amendment to these bylaws (see Appendix E for complete Board bylaws).

7.5 Board Duties

The Board of Directors of the Village Charter School will meet regularly, at least once a month and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismiss the Administrative Coordinator
- Hire, promote, discipline and dismiss all employees of VCS after consideration of a recommendation by the Administrative Coordinator of the Charter School.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of the Charter School. These will include effective human resource policies for career growth and compensation of the staff.
- Approve and monitor VCS’s annual budget and budget revisions.
- LCAP Approval
- Act as the fiscal agent, including the receipt of funds for the operation of VCS in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the Charter School.
- Contract with and oversee an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.

- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Approve requests for out of state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve Charter amendments as necessary and submit material revisions as necessary for District consideration.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with, inconsistent with, or preempted by any law, and which is not in conflict with the purposes for which the School is established. In addition, they will comply with the provisions of the Brown Act.

The Charter School shall adopt a conflicts code which shall comply with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations.

The Board may execute any powers delegated by law to it, shall discharge any duty imposed by law upon it, and may delegate to an employee of VCS any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, 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, the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

7.6 Board Training

The VCS Board of Directors will attend periodic conferences and in-service opportunities for the purposes of training individual Board members regarding their conduct, roles and responsibilities. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly scheduled Board meetings each year. Training may be given by the school's legal counsel, the California Charter Schools Association, the Charter School Development Center or other experts. Topics may include conflicts of interest, charter school legal compliance, the Brown Act, special education, budget and finance.

7.7 Role of the School Director

The VCS School Director is the academic leader who models the school's core values and spearheads the development of the school curriculum and school culture. The School Director will manage academic program development, professional development activities and work with teachers to improve curriculum and instruction. The School Director will also ensure that the connection between school and families is strong, mutually respectful and marked by continuous communication about student performance and behavior. A comprehensive description of the School Director's duties and qualifications can be found in **Element E: Employee Qualifications**.

The Director's duties shall include, but are not limited to, the following:

- Ensuring that all staff and programs are directed at helping the school achieve its mission of educating the whole child for life
- Facilitating staff professional development and improvement
- Supervising, evaluating and training teachers
- Guiding the school in its collection, analysis and programmatic response to student achievement data
- Ensuring that all necessary District, County, State and Federal reporting is completed in an efficient, accurate fashion

- Reaching out to parents, the District, the County Office of Education and the community to build collaboration directed at student development
- Recruiting new students and families
- Providing recommendations to the Board regarding hiring, discipline and dismissal of staff
- Ensuring a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement

7.8 Role of the Community/Parents

Family engagement is a crucial component of the educational model at The Village Charter School. As described in **Element A**, families will have multiple opportunities to be involved. Families will be requested to donate 40 hours of volunteer time annually to the school community, as well as work in tandem with their child's teacher to ensure their child's development and wellness. The volunteer hours are requested, but are not a requirement. No student will be removed from our program if his/her parents or guardians fail to satisfy the requested hours of volunteer time. There will be multiple opportunities for family participation at different times to accommodate varying schedules and may include:

- Attendance at parent/teacher conferences least two times per year
- Attendance/participation in monthly Parent Association meetings
- Service to VCS such as:
 - Volunteering in the classroom
 - Assisting with technology or other service in which the family has expertise
 - Supervising field trips
 - Attending and helping with school-wide events
 - Serving as a liaison to community groups, as a member of the Board of Directors and/or a member of a parent foundation organization

8 ELEMENT E – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.” Ed. Code §47605 (b)(5)(e)

The Village Charter School will employ a staff of professionals committed to upholding the mission and vision of our school.

8.1 Assurances

In accordance with Education Code Section 47605(d)(1), The Village Charter School will be nonsectarian in its employment practices and all other operations. VCS will not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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). VCS will be a school of choice and no employee will be required to work there. The School will comply with all state and federal laws concerning the maintenance and disclosure of employee records as well as state and federal mandates relative to the ESEA.

VCS will comply with Education Code Sections 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. All staff of the Charter School, including 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. Prior to employment, each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, documents establishing legal employment status, and participate in an annual CPS reporting training. The Director shall monitor compliance with these policies and report to the Board of Directors.

8.2 Certification and Licensure

The School Director is responsible for ensuring that credentials are verified before employment, audited annually, and maintained on file at the School. All instructional staff will have valid credentials.

8.3 Recruitment Procedures

In order to deliver on our academic program, VCS will recruit and select outstanding educators with passion, subject mastery, and extensive experience working in a multiage environment.

8.4 Employee Selection

VCS is dedicated to hiring professional and highly qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to our mission, vision and educational philosophy. Working with the Board, the Director will establish a Hiring Committee that will assist the Director in recruiting and selecting staff.

8.5 Staff Evaluation

Evaluation procedures will be conducted in a manner established by the administration and approved by the VCS Board. Procedures will include supervisor evaluation, self-evaluation and professional goal setting. Discipline and dismissal procedures for employees will be developed by the administration and approved by the VCS Board.

8.6 Employee Qualifications and Job Descriptions

The following job descriptions outline school positions, including qualifications and responsibilities. They will be revised as necessary to reflect the needs of the school. Minor adjustments to job descriptions do not constitute a material change; however significant changes to job descriptions do constitute a material change.

School Director

Job Description

Under direction of the VCS Board of Directors, the School Director is responsible for the day-to-day operations of VCS, including but not limited to, maintaining awareness of the school's ongoing financial situation, supporting instructional staff professional development, working closely with parents, and fostering strong community relationships with other community entities such as educational non-profit organizations and local businesses. The Director's responsibilities include management and oversight of all instruction and operations. In collaboration with the Board, the Director develops and implements Board policies, administers and supervises the school and its employees, supports and guides (teacher) leadership, facilitates development of educational program improvement.

fosters a culture of positive, engaged learners and serves as a strong advocate for the school's philosophy. The School Director will review and communicate the school's financials to board, staff, and other community members. Depending upon the skills and experience of the director and core teaching staff, the role of 'academic leader' may be fulfilled by either the director or a member of the core teaching staff.

Responsibilities and Duties

Educational Program Management

- Embody, advocate for and execute the mission, vision and strategic direction of The Village Charter School
- Outreach to community and Authorizer about our philosophy and develop support systems
- Stay abreast of current educational research and share findings with the VCS community
- Facilitate and guide leadership for professional development, staff/guide meetings and instructional planning meetings
- Ensure educational and regulatory compliance at all governmental levels
- Explain and clarify information received from various agencies including the California Department of Education and the State Board of Education
- Monitor and analyze qualitative and quantitative student performance data and prepare reports
- In conjunction with staff, develop and implement discipline policies

Operations Management/Supervision

- Provide oversight and leadership in preparation for and during VCS' academic school year, including developing initial programmatic, staffing, curriculum and opening procedures
- Develop school office procedures, methods and practice in coordination with the Office Manager
- Ensure compliance with all applicable laws and regulations including, but not limited to, financial, record keeping and employment
- Supervise day-to-day operations of the school
- Responsible for overall vendor management including, but not limited to payroll, facilities and contractors
- Attend and participate in VCS Board meetings and committee meetings
- Manage recruitment and selection of staff
- Supervise improvement of teaching by annually reviewing goals and objectives, observing instruction and conferencing with teachers; in collaboration with staff, the Board of Directors and representational parent input
- Supervise staff and foster positive, collaborative working relationships

Communications Management

- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors and partners
- Maintain a visible and accessible presence to the school community
- Advocate for VCS in the greater community and with the media
- Communicate issues, concerns and needs of the VCS community to the Board of Directors
- Represent VCS at Authorizer meetings and other meetings as requested by the Board of Directors
- Maintain frequent and regular communications with families through a newsletter, school website, one-on-one meetings, community meetings, etc. as appropriate
- Outreach and marketing for the purposes of maintaining enrollment and development

Fiscal Management

- Develop and manage annual budgets and make recommendations to the VCS Board
- Work with the Board of Directors to set economic objectives, financial and accounting policies and other fiscal policies and practices as necessary
- Provide financial reports to the Board, the Authorizer and other agencies as mandated by law
- Arrange for annual audit with an outside independent auditor to ensure the soundness of VCS finances.

Qualifications

- BA/Masters Preferred

- Valid CA Teaching Credential
- Ideally 5 years of teaching experience
- Current CPR/1st Aid Certificate
- Annual CPS Reporting Training

The Director will perform other duties as required.

Office Manager

Job Description

Under direction of the VCS School Director, the Office Manager will be responsible for supporting the day-to-day operations of the school office and staff.

Responsibilities and Duties

Administrative Support

- Front-office management: oversee and provide front-desk coverage and reception
- Independently implement routine clerical procedures including, but not limited to: answering phones, taking and distributing messages, sorting mail and preparing general correspondence
- Perform accurate data entry and record maintenance
- Maintain confidential files including, but not limited to: attendance, assessment results, emergency and family information, academic and health records and parent driver trip information
- Oversee ordering of supplies and instructional materials, equipment and services needed in the maintenance of the school
- Provide first aid and CPR if needed

Administrative Responsibilities

- Develop and maintain the school calendar and schedules (e.g. IEP meetings, Back-to-School night, curriculum specialists)
- Under direction of the School Director, arrange for advertising, public relation events and general recruitment
- Assist with preparation, coordination of enrollment and orientation materials
- Prepare and distribute information packets
- Arrange for translators and translation of materials as needed
- Act as a liaison to parent groups and/or other community organizations

Qualifications

- BA Preferred
- 2 Years College/AA
- Educational administration support experience including office manager and clerical duties

The Office Manager will perform other duties as assigned.

CBO

Accounting Responsibilities

- Manage Accounts Payable
- Oversee day-to-day cash flow
- Maintain records of school finances using accounting software
- Prepare, in consultation with School Director, all required financial reports for the authorizing district, and for any grants received by the School

Teachers

Job Description

Teachers at VCS will be responsible for providing a nurturing, productive learning environment in keeping with the mission and vision of the school. They will provide the day-to-day guidance to the students and will be the primary resources of the school. Teachers will also be responsible for collaborating with their colleagues to develop interdisciplinary units of study as needed and to play leadership roles in the school.

Responsibilities and Duties:

- Meet and instruct those classes and pupils assigned in the location and at the time designated
- Develop and maintain a class environment conducive to effective learning
- Show evidence of daily preparation in classes assigned
- Assist pupils to set and maintain standards and follow acceptable normative rules of behavior
- Apply a wide variety of instructional techniques and instructional media applicable to individuals or groups of pupils of varying capabilities identified by valid analysis
- Implement by instruction and action-efforts the school's and class identified goals and objectives
- Take necessary precautions to protect pupils, equipment, materials and school plant
- Provide for a system of continuous evaluation of pupil progress consistent with established instructional objectives and state standards
- Maintain accurate and correct records as required
- Uphold and enforce school rules, Administrative Regulations, Board Policies, Title V and the Education Code
- Make provision for educational service to pupils and parents outside the instructional day
- Assist the administration to maintain open lines of communication and curricular progress by participating in meetings called for these purposes
- Cooperate with other members of the staff in planning the educational objectives for the pupils
- Plan for and direct the activities of classified personnel assigned to assist in the educational program
- Implement appropriate curriculum instructional goals and objectives that meet the needs of all students
- Assist in the selection of books, equipment and other instructional materials within the school
- Accept fair share of responsibility for co-curricular activities as assigned
- Perform related duties as assigned

Knowledge of:

- State standards/Common Core
- State assessments and other multiple measures
- Effective instructional strategies and techniques
- Effective curriculum instructional materials
- Social, cultural, linguistic diversity of school, city and communities

Qualifications

- Valid multiple subject California teaching credential
- CPR/1st Aid
- Annual CPS Reporting Training
- Bilingual desired

9 ELEMENT F – HEALTH & SAFETY

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

Health and Safety policies will be incorporated as appropriate into the school's student and staff handbooks and the school's Comprehensive School Safety Plan and will be reviewed annually for compliance with Authorizer policy and California law.

9.1 Procedures for Background Checks

The School shall comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment. The School Director shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the School Director. Volunteers who serve in any of the following capacities will require fingerprinting: Those who are on school grounds during school hours more than once per school year; Those who participate directly with children on school grounds (e.g. parent volunteers); those who will be alone with children, beyond the direct supervision of school staff (e.g. field trip drivers). Those volunteers who will be in the presence of children (e.g. special presenters) but do not meet the requirements for mandatory fingerprinting will still be checked against California's sex offender registry.

9.2 Roll of Staff as Mandated Child Abuse Reporters

All classified and certified staff will be mandated child abuse reporters and follow all applicable reporting laws and utilize the same policies and procedures used by the Authorizer. All staff will participate in annual CPS Reporting Training.

9.3 Comprehensive Sexual Harassment Policies and Procedures

The Village Charter School is committed to providing an educational and work environment 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. VCS's policy is designed to prevent and immediately remediate any concerns about sexual discrimination or harassment at The Village 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 VCS's sexual harassment policy, included in the Employee Handbook.

9.4 Health

TB Testing

VCS shall follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

Immunizations

VCS shall adhere to all law related to legally required immunizations for entering students pursuant to health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

VCS shall adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

VCS shall adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the School.

Blood-borne Pathogens

The School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan"

designed to protect employees 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 body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

The school shall maintain a drug, alcohol and smoke-free environment.

CPR/First Aid

VCS shall require all administrative and instructional staff to receive training in emergency response, including “first responder” training (first aid and CPR).

9.5 Comprehensive School Safety Plan

VCS shall adhere to the Comprehensive School Safety Plan which contains emergency procedures and shall be tailored specifically to the needs of the campus site. This plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, hostage situation, and biological and chemical release. See Appendix F for complete CSSP.

Facility Safety

VCS shall have a policy that the School is housed in facilities that have received fire marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. All buildings will meet California Building Code requirements for charter schools. The School will schedule regular fire inspections, including testing sprinkler systems, fire extinguishers and fire alarms annually, hold fire drills at least two times per year and obtain a Certificate of Occupancy prior to the start of school. The School will also maintain insurance coverage such as Commercial General Liability, including Fire Legal Liability, Worker’s Compensation Insurance, including Employers Liability, Errors and Omissions, Fidelity Bond, Sexual Molestation and Abuse coverage and Employment Practices Legal Liability. As a charter school, VCS is not subject to the Field Act. VCS will comply with all Federally, State and locally required building safety standards including, but not limited to, structural and fire safety. We will comply with all accessibility standards as mandated by the relevant permitting agency.

Annual Site Evaluation for Safety

VCS shall have an annual site safety evaluation. The Annual Site Evaluation for Safety will be conducted by the director or a qualified person appointed by the director using a checklist developed in consultation with experienced facilities managers and risk managers.

Student Emergency Information

The School shall require that a current Emergency Information Card for each enrolled child is on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child. Parents will be informed of what to do in case of an emergency in the Student-Family Handbook.

10 ELEMENT G – RACIAL & ETHNIC BALANCE

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

Village Charter School, authorized as an independent charter school, within the Windsor Unified School District, serves a diverse population of students in grades K-8. We seek to serve a socio-economically, racially and culturally diverse community of students. A comparison of school and county data shows that, although the school has less representation of Latinos, student demographics exceed the county representation of several other minority groups (African-American and Native American) resulting in an overall student pool that is otherwise quite close to reflecting the population of Sonoma County.

The Village Charter School will make every attempt to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. The 2010 United States Census showed that the racial makeup of Windsor was 73.9% White, 60.6% non-Hispanic white, 0.8% African American, 2.2% Native American, 3.0%, 0.2% Pacific Islander, 15.1% from other races, and 4.7% from two or more races. Hispanic or Latino of any race was 31.8%. While VCS cannot legally ensure a specific racial and ethnic balance (prohibited both by the State Constitution and the Charter Schools Act), the following outreach plans to achieve a racial and ethnic balance reflective of the territorial jurisdiction of the School will be implemented including the following:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Holding discussions and distributing application materials at places where diverse families may be reached, including community centers, neighborhood meeting areas and existing schools (including local preschools and Head Start programs).
- Distributing materials in English and Spanish to reach the limited English-proficient populations that exist in the target area.
- Hosting Open Houses and providing tours of the school for interested families, conducted in both English and/or Spanish.
- Advertising by way of electronic media, fliers and direct mail in both English and Spanish.

The Village Charter School believes that these activities will attract a broad base of applicants, but if it does not, VCS will review these outreach measures to consider any improvements necessary for the following year of operation. VCS will conduct an annual self-evaluation about recruitment and make adjustments as needed and will report progress to WUSD annually.

Demographics	Sonoma County (Office of Ed, 2020)	Village Charter School (based on 109 students)
White	42%	75%
African American	2%	4%
Native American	1%	8%
Asian/Pacific Islander/Filipino	4%	2%
Hispanic or Latino	45%	5 %
Multi	5%	6%
Economically Disadvantaged*	50%	25%
EL	21%	8%
Special Ed.	15%	11%
*Source: https://www.scoe.org/pub/htdocs/scoe-facts.html		

11 ELEMENT H – ADMISSION REQUIREMENTS

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

The Village Charter School admits all students who wish to attend, up to capacity of 120. No test or assessment is administered prior to acceptance and enrollment and no tuition is charged. The goal of The Village Charter School's Admissions and Enrollment policies is to attract, enroll and retain at our school the broadest spectrum of students and families representative of the rich diversity existing in the District. VCS is an open enrollment, tuition-free public school with no requirements for admission (e.g. minimum grade point average, test scores, discipline records, etc.) other than timely notice if there is to be a lottery, as outlined in Education Code §47605(d)(2)(A). VCS is nonsectarian in its programs, admission policies, employment practices and all other operations; the school will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability, or any characteristics listed in 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). VCS will adhere to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

VCS will be open to any student in Sonoma County, and if the number of pupils who wish to attend exceeds the school's capacity, attendance, except for existing pupils of VCS, shall be determined by public random lottery. VCS will ensure the lottery process is public, transparent and fair. The lottery will be conducted by an uninterested party and parents do not have to be present to participate. The lottery will be held in a public space large enough to accommodate all who wish to attend. Interested applicants will be asked to provide "intent to enroll" forms providing basic demographic information about the prospective student (e.g. name, contact information, age/DOB, gender, district, and current grade level, etc.) Applications will be accepted during a publicly advertised open-enrollment period each spring for enrollment in the upcoming academic year. VCS will make the public aware of the upcoming open enrollment period by posting notices on the school campus, in the school newsletter and on the school website at least one month prior to the commencement of the open enrollment period. At the conclusion of the public random lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their drawing placement. This wait list will allow students the option of enrollment in case of an opening during the school year. The wait list remains active until one week prior to the beginning of the subsequent year's open enrollment period; at this time the prior year's wait list expires. Once the previous year's wait list expires, a new application must be submitted. Once on the waitlist, a family will remain in that position until they are offered a spot in the school or express no further interest, or until the waitlist for that year expires. During enrollment, volunteers and paid employees will return calls and answer questions from prospective families. If families from that waitlist are offered a position, they must accept that position within seven calendar days or they will lose that spot. If they decline the offer of enrollment, they may choose to be removed from the waitlist or placed at the bottom of the waitlist for that year. In no circumstance will a waitlist carry over to the following school year.

Students transferring into VCS will be placed in the VCS classroom that correlates with the grade level achieved at the former school. Upon transferring out of VCS all student records will be sent to the student's next school following a request for records from the new school or district. The records will indicate which grade level the student attained.

To ensure that all students will be placed appropriately and benefit fully, the following enrollment procedures will be enforced subsequent to and separate from the public lottery process. VCS reserves the right to deny enrollment if failure to comply with any of these procedures occurs. An enrolled student may be removed from the school if failure to comply with these procedures is discovered after enrollment is granted.

11.1 VCS Enrollment and Recruitment Procedure

The Village Charter School admits students of any race, color, national and ethnic origins to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school-administered programs.

The enrollment process comprises the following:

- Student Enrollment Form
- Proof of Immunization
- Proof of minimum age requirements, e.g. birth certificate
- Emergency Medical Information Form
- Home Language Survey
- Parent signature of School Contract

Applications are accepted during a publicly advertised open enrollment period each spring for a period of two weeks for enrollment the following school year. At the close of the open enrollment period each year applications are counted to determine whether any grade level has received more applications than availability. If this happens, VCS holds a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (this includes students enrolled in the Village Charter School, approved as authorized by the District) who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed in the following priority:

1. Currently enrolled students
2. Siblings of currently enrolled students
3. Children of Village Charter School/Authorizing district employees
4. Students who reside in the District
5. Students who reside in Sonoma County

The Village Charter School will actively recruit a diverse student population from the entire region who understand and value the School's mission and are committed to the school's instructional and operational philosophy. Admission to the School shall be open to any resident of the State of California conforming to grade K-8 age requirements. Prospective students and their parents or guardians will be informed about the School's instructional and operational philosophy and will be given a copy or summary of the School's student-related policies.

In the spring, preliminary enrollment will be determined by the following process. In a public proceeding, students receiving preferences will be drawn first and admitted pending capacity. Following this, a public, random drawing of applications received during the open enrollment period that do not have preferences will be held. All students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw order in the lottery. This wait list will allow students the option of enrollment in the case of an opening prior to or during the school year. In no circumstance will the wait list carry over to the following school year.

The body of educational research shows a compelling correlation between parent participation in a school and their child's academic success. Therefore, upon enrollment into The Village Charter School, the student's family will be asked to sign a parent involvement agreement, which requests that parents donate 40 hours/year of service to the school. The VCS parent participation policy states the many ways families or their representatives can satisfy this request. No student will be removed from our program if his/her parents fail to sign the parent involvement agreement or fail to satisfy the requested hours of the parent involvement agreement.

Non-Discrimination

The Village Charter School embraces multiculturalism and strives to maximize diversity among the student population through outreach. Strategies include advertising ("Santa Rosa Adventure Guide," California Parenting Institute newspaper, "Sonoma Family Life" magazine), student participation and performances at community events (Rose Parade, Martin Luther King, Jr. Festival, Race Equality Festival, Human Race), hosted information tables at community events (Wednesday Night Market, Family Expo, Human Race, and Race Equality Festival for which a school representative also serves on the planning Board), and mailings to invite the community to participate in the school's festivals (Harvest Festival, Winter Festival of Lights, Cesar Chavez Celebration and May Festival).

VCS Non-Discrimination Policy reads: The Village Charter School's programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification,

gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

12 ELEMENT I – ANNUAL FINANCIAL 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).*

The Village Charter School's Board of Directors will oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The members of the Board will not have direct, personal financial stake in matters audited, and the VCS budget includes provisions for covering the expenses of the annual audit. The Board will also be charged with reviewing, responding to, and resolving the audit and any findings or deficiencies thereof. The Board will also ensure that on December 15th of each year a copy of VCS' annual, independent financial audit report from the preceding year shall be delivered to the Authorizer, State Controller, State Department of Education and County Superintendent of Schools.

Each audit shall be made by a certified public accountant, licensed by the California Board of Accountancy, selected from the Certified Public Accountants Directory published by the State Controller's Office. This auditor will have experience with audits of educational entities and education finance, preferably with charter schools. The audit will be conducted according to requirements set forth in the Charter Schools Act, Education Code Sections §41020, §47604.3 and §47605(b)(5)(I), and the Standards and Procedures for Audits of California K-12 Local Educational Agencies as published in the California Code of Regulations. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and will verify the accuracy of the school's financial statements, average daily attendance and enrollment accounting practices, data collection and reporting practices, and review the school's internal controls. By December 15th of each year, the annual audit will be completed and a copy of the auditor's findings will be forwarded to the Authorizer, State Controller, State Department of Education, and County Superintendent of Schools.

The School Board will review any audit exceptions or deficiencies and will provide recommendations on how to resolve them. The Board will report to the Authorizer regarding how the exceptions and deficiencies have been or will be resolved. In addition, the school and the Auditor will consider an audit exception or deficiency to be resolved once the auditor considers the item resolved. Any issues regarding the audit will be resolved to the satisfaction of the District.

All funds of the Charter School will be kept within the county treasurer, and if there is an agreement to have a private bank account fund, those funds will be subject to audit review.

13 ELEMENT J – STUDENT SUSPENSION AND EXPULSION

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

The Village Charter School recognizes the importance of an orderly and safe environment as a cornerstone to the learning experience for children. Personal and community values such as sharing, kindness, cleanliness and personal responsibility are an integral part of The Village Charter School experience. As these values are continually modeled and reinforced, children need less and less correction over time.

However, if a student persistently has difficulty accepting the School's rules of conduct or engages in dangerous behavior, the Director will work closely with parents/guardians and the student to find appropriate solutions. Parents/Guardians will be notified either verbally or in writing of serious or repeated behavior infractions. Students will always be treated with respect, listened to attentively and have access to due process in all instances of serious behavior infractions.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing 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 non-charter 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. Minor changes or adjustments to the discipline policy may be made with mutual agreement between the Charter School and the Authorizer according to the change approval process as delineated in the MOU. Substantive changes to the discipline policy will be considered material changes to the petition. 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 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.

13.1 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 any time; including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch/recess period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

13.2 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 or 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, administrators, 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 pre-initiation 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 terroristic 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

hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- (t) Caused, attempted to cause, threatened 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.
 - (i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - (ii) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, or image.
 - 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (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 recommended for expulsion 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 or 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, administrators, 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 pre-initiation 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 terroristic 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, threatened 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.
 - (i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - (ii) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 1. A message, text, sound, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (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 Director or designee's concurrence.
- (4) Non-Discretionary Expellable Offenses: Students must be recommended for expulsion 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 Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto 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.

13.3 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 School Director's designee with the student and his or her parent(s)/guardian 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, an administrator 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 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.

13.4 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.

13.5 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:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 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;
- 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;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

13.6 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.

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.

- 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.
- At the discretion of the entity conducting the expulsion 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.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity 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.
- 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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 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.
- 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.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.
- 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 circumstances 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.

13.7 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.

13.8 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 or Administrative Panel 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 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.

13.9 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: (a) Notice of the specific offense committed by the student; and (b) 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; and (b) The specific expellable offense committed by the student.

13.10 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.

13.11 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.

13.12 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.

13.13 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.

13.14 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.

13.15 Procedures Regarding Suspension & Expulsion of Students with Disabilities

Notification of District

The Charter School shall immediately notify the District regarding the suspension or expulsion of a student with a disability. Discipline of the student is a Charter School function, and while the district may be involved in manifestation determination issues, it will be the responsibility of the Charter School to ensure that it is acting in accordance with state and federal law when disciplining a student with a disability.-

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. If there is a determination that the behavior resulting in suspension is a manifestation of the student's disability, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior, will be provided. The Charter School will follow Special Education Laws and Regulations in regards to determining when a Functional Behavior Assessment leading to a Behavior Intervention Program would be necessary. These services may be provided in an interim alternative educational setting.

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:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- 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:

- Conduct a functional behavioral 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;
- 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
- 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.

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.

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:

- 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;
- 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
- 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.

Interim Alternative Educational Setting

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

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:

- 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.
- The parent has requested an evaluation of the child.
- 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 educational placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge 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.

13.16 Continuation of General Education Service Delivery to Expelled Special Education Students

In the event a special education student is expelled from the Charter School, during the expulsion period, the Charter School will have responsibility for general education service delivery in the same manner as any other public school of the District in accordance with federal and state law and in accordance with the MOU between the District and the Charter School.

14 ELEMENT K – RETIREMENT SYSTEMS

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. California Education Code Section 47605 (b)(5)(K)

Credentialed employees at The Village Charter School shall participate in the State Teachers' Retirement System (STRS). Non-credentialed employees shall participate in the Public Employees' Retirement System (PERS), and the federal social security system. VCS shall inform all applicants for positions within the School of the retirement system options for employees of the charter school. The School Director or designee shall be responsible for ensuring that appropriate arrangements are made for retirement benefits coverage. VCS will work with the District or County Office of Education pursuant to Education Code Section 47611.3 to ensure that appropriate reports have been made. VCS will make all employer contributions as required by STRS, PERS, and federal social security. VCS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

15 ELEMENT L – PUBLIC SCHOOL 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 The Village Charter School. Children who reside within the school district in which VCS operates who choose not to attend the School may attend a school within that school district according to its policy or another school district or school within the district through its intra- and inter-district transfer policies. The parent or guardian of each student enrolled in VCS shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the School, except to the extent that such a right is extended by the local educational agency.

16 ELEMENT M – POST-EMPLOYMENT 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 Village Charter School. Employees of the Authorizer who choose to leave the employment of the Authorizer to work at VCS will have no automatic rights of return to the Authorizer after employment by VCS unless specifically granted by the Authorizer through a leave of absence or other agreement. The Village Charter School employees shall have any right upon leaving the Authorizer to work at VCS that the Authorizer may specify, any rights of return to employment with the Authorizer after employment at VCS that the Authorizer may specify, and any other rights upon leaving employment to work in the School that the Authorizer determines to be reasonable and not in conflict with any law.

All employees at The Village Charter School are employed at the will of the school for an indefinite period. Accordingly, either VCS or the employee can terminate this relationship at any time, for any reason, without cause and with or without notice. All employees of VCS will be considered the exclusive employees of VCS and not of the Authorizer, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit with the Authorizer or any other employer will not be transferred to VCS. Employment by VCS provides no rights of employment at any other entity, including any rights in the case of closure of VCS.

17 ELEMENT N – DISPUTE RESOLUTIONS

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

17.1 Disputes between the Authorizer and the School

The Village Charter School and the Authorizer will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed fully through the dispute resolution process unless legally required to do otherwise.

In the event of a dispute between The Village Charter School and the Authorizer, the staff, employees and Board members of VCS agree first to frame the issue in written format (“dispute statement”) and refer the issue to the Authorizer and the School Director of VCS. In the event that the Authorizer believes that the dispute relates to an issue that could lead to the revocation of the charter in accordance with Education Code §47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the Authorizer’s ability to proceed with revocation in accordance with Education Code §47607.

The School Director and Authorizer’s designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than ten business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, VCS shall identify two Board Members who shall jointly meet with two designees from the Authorizer as well as the School Director and attempt to resolve the dispute within 20 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Authorizer and the VCS Director will 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 Authorizer and the School Director will develop the format of the mediation session jointly.

Mediation shall be held within 60 business days of receipt of the dispute statement. The costs of the mediator will be split equally between the Authorizer and The Village Charter School. Each party shall be responsible for its own costs and expenses related to participation in mediation. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the Authorizer and VCS. The only binding results are those to which both parties agree or those that are issued as rulings by a legal body.

The Village Charter School acknowledges the Authorizer’s on-going right to inspect and observe VCS under Education Code §47605, et seq. and such inspection and observation is not subject to this dispute resolution mechanism. The parties further recognize that VCS shall not be obligated to release information that is determined by law to be confidential in nature and not subject to release to the Authorizer.

17.2 Internal Disputes

All disputes involving The Village Charter School shall be resolved by the school according to the school’s own internal policies and handbooks. The Authorizer shall not be involved with internal disputes of the school unless the school requests Authorizer involvement, or unless the internal dispute relates to one of the reasons under Education Code Section §47607 for which a charter may be revoked.

18 ELEMENT O – 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 the purposes of the Educational Employment Relations Act. Education Code Section 47605(b)(5)(O)

The Village Charter School shall be deemed the exclusive public school employer of the employees of the school for the purposes of the Educational Employment Relations Act (“EERA”). VCS shall comply with the EERA.

19 ELEMENT 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 for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event that The Charter School closes. The following procedures apply regardless of the reason for closure.

Closure will be documented by an official action of the VCS Board of Directors. The action will identify the reason for closure and identify an entity and person or persons responsible for closure-related activities. The Board will provide a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence to the entity responsible for closure-related activities and the Authorizer. Closure initiated by the VCS Board of Directors shall not take effect before the end of the normal school year unless agreed to in writing by the Authorizer.

The Board will promptly notify parents and students in the school, the Authorizer, the Sonoma County Office of Education, the school's SELPA, the retirement systems in which the school's employees participate (i.e., the State Teachers' Retirement System, Public Employees Retirement System, and federal social security) and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils' school districts of residence and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses.

As applicable, VCS will provide parents, students and the District with copies of the 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. VCS will ask the Authorizer to store original records of School students. All records of the school shall be transferred to the Authorizer's administrative offices upon school closure if the Authorizer agrees. If the Authorizer will not or cannot store the records, the School shall work with the Authorizer to determine a suitable alternative location for storage.

Within six (6) months following the date of closure, final financial records shall be prepared and an independent audit completed (no later than December 15th). The School will pay for the final audit. The audit will be prepared according to standards for public school audits by a qualified Certified Public Accountant experienced in public school audits and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment and other items of material value, 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, and an assessment of the disposition of any restricted funds received by or due to the School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section §47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to the other schools of the district according to who can best use the materials/assets (as determined by the corporation). Any assets acquired from the Authorizer or Authorizer's property will be promptly returned upon School closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with 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, VCS shall remain solely responsible for all liabilities arising from the operation of the school.

As the school is operated by a non-profit public benefit corporation, the corporation shall dissolve with the closure of the school, and the Board will follow the procedures set forth in the California Corporations Code for the

dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in the Financial Plan VCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The closure procedures specified herein shall be updated as necessary to ensure full compliance with applicable regulatory requirements.

20 REQUIRED SUPPLEMENTAL INFORMATION

20.1 Financial Plan

VCS shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

- By July 1: A regular operational budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By December 15: An interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15: A second interim financial report for the current fiscal year reflecting changes through January 31 shall be provided to the District.
- By September 15: A final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the School's receipts and expenditures for the preceding fiscal year.

20.2 Facilities

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. -- Education Code Section 47605.6(b)(5)(D)

The Village Charter School houses its students in facilities that meet city and county standards for health and safety. The school anticipates remaining in an out-of-district location until such a time when Windsor is able to provide space to house the school or a suitable site becomes available within Windsor Unified School District boundaries.

VCS, as a charter school, is not subject to the Field Act, but will comply with all Federally, State and locally required building safety standards including, but not limited to, structural and fire safety. We will comply with all accessibility standards as mandated by the relevant permitting agency.

The School's facilities will comply with state and local building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on-file records documenting such compliance which will be available for inspection. A complete plan for natural disasters such as earthquakes, fire, etc., will be developed prior to the opening of the School. VCS will obtain the proper Certificate of Occupancy and any other necessary permits under local ordinances for operating a school.

Proposition 39

The Village Charter School will not be seeking the support of the Windsor Unified School District in securing a district owned facility through the annual presentation of a Proposition 39 as VCS does not have sufficient numbers of "in-district" residents to qualify. This is a legal requirement for school districts to provide facilities for "in-district" students attending charter schools as provided by Education Code §47614. The school district may charge VCS a pro-rata share (based on the ratio of space allocated by the school district to the charter divided by the total space of the district) for those district facility costs that the district pays for with unrestricted general fund revenues. See Appendix G for a letter from POUUSD authorizing VCS to continue to lease classrooms within their district and on a POUUSD school site.

20.3 Impact on the Authorizer

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

The Village Charter School will be a non-profit, public benefit corporation incorporated in the State of California with a 501(c)(3) designation by the IRS. VCS will minimize its impact on Windsor Unified School District or any other Authorizing Entity. The following impacts are restated here for clarity.

Pursuant to Education Code Section 47604(c), the District, in performing its oversight of VCS as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by VCS.

The Village Charter School and the District will enter into a memorandum of understanding which shall

VCS will purchase general liability insurance, directors and officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. Additionally, the Village Charter School shall name the District as an additional insured on the general liability insurance of the Charter School.

VCS will not request that the District provide food or transportation services to its students with the exception of what is outlined in the memorandum of understanding regarding services to Special Education students. If VCS should provide food and transportation, it will comply with state standards.

If VCS utilizes school buses for field trips, it will comply with CHP standards.

District Oversight

The district may collect an oversight fee of public funds to be mutually agreed upon, excluding funds secured The Village Charter School on its own behalf and restricted funds designated solely for specific purposes, for the actual costs of monitoring and supervision. The operating budget is predicated on a 1% oversight fee to the Authorizing Entity.

Insurance Coverage

VCS will secure and maintain insurance that is based on the policies that other charter schools in California currently maintain such as Commercial General Liability, including Fire, Legal Liability, Worker's Compensation Insurance, including Employers Liability, Errors and Omissions, Fidelity Bond, Sexual Molestation and Abuse coverage and Employment Practices Legal Liability. The amount included in the budget is based current costs with CharterSAFE (through CCSA) with an annual increase that reflects the School's planned growth pattern. The District will be named as an additional insured group on all applicable insurance policies.

Liability and Indemnity

The School shall be operated as a California nonprofit 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. VCS 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 School. Further, the School and the District shall enter into a memorandum of understanding, wherein The Village Charter School shall indemnify the District for the actions of the School under this charter.

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

Insurance amounts will be determined by recommendation of the District and the 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 School.

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

20.4 Administrative Services

The Village Charter School will provide or procure most of its own administrative services. VCS will contract with appropriately qualified and/or credentialed outside providers to provide administrative services as necessary. In the event that any administrative services are to be provided by the District, the specifics will be agreed to in a memorandum of understanding between the School and the District.

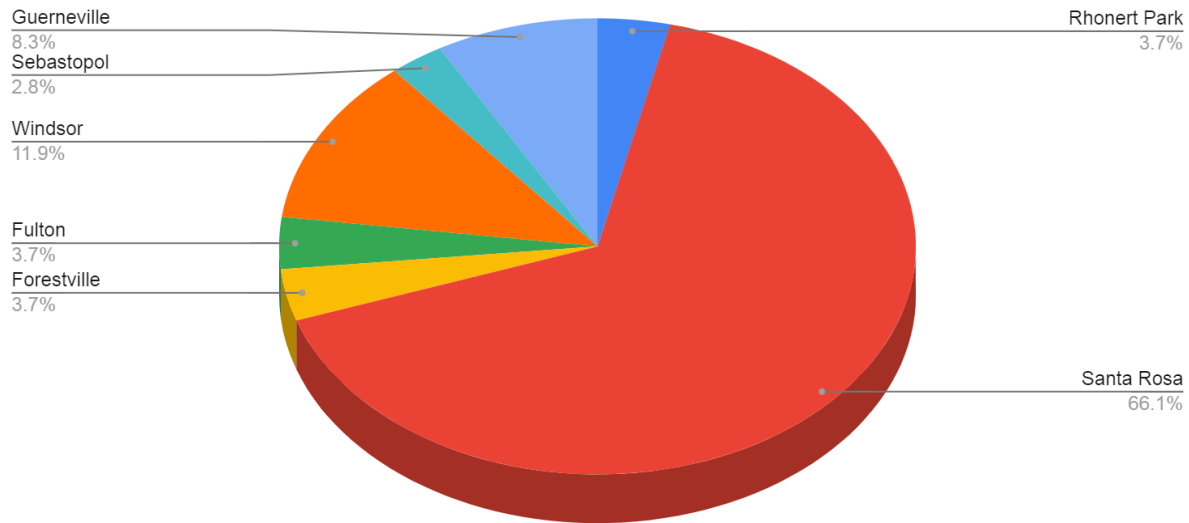
The VCS Board of Directors will provide scrutiny and oversight of any administrative service such that conflicts of interest will be avoided.

21 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. The District will also be following the directive of law to encourage the creation of charter schools. The VCS Board of Directors and Founders are eager to work independently, yet cooperatively with the District to establish the highest standard for what a Charter School should and can be. To this end, VCS pledges 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 of renewal to begin June 1, 2020 and expire June 1, 2025. The Charter School shall be considered approved as of the date of Charter approval. The term of the Charter shall expire on June 1, 2025. Renewal of the Charter shall be governed by the standards and criteria in Education Code Sections 47605 and 47607, as applicable.

APPENDIX A: Students to be served by VCS

Where Our Students Come From



VCS Student Demographics

FR/Reduced Meals	29 (12 Free/17 Reduced)
Special Education	12
Homeless/Doubled up	14
EL	9 (2 Japanese/7 Spanish)
Ethnicity	82 Not Hispanic 27 Yes Hispanic
Gender Identity	58 Female 50 Male 1 Identifies as Male

APPENDIX B: Sample Daily Schedule 6-8 Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:40	Morning Circle	Homeroom	Homeroom	Homeroom	Homeroom
8:40 - 9:10	6th Grade Math Instruction Room 23 7th Grade Math Instruction Room 23 8th Grade Math Instruction Room 23	6th Grade Math Instruction Room 23 7th Grade Math Instruction Room 23 8th Grade Math Instruction Room 23	6th Grade Math Instruction Room 23 7th Grade Math Instruction Room 23 8th Grade Math Instruction Room 23	6th Grade Math Instruction Room 23 7th Grade Math Instruction Room 23 8th Grade Math Instruction Room 23	6th Grade Math Instruction Room 23 7th Grade Math Instruction Room 23 8th Grade Math Instruction Room 23
9:10 - 9:40	Math Lab Instruction Room 23 Math Lab Instruction Room 23 Math Lab Instruction Room 23	Math Lab Instruction Room 23 Math Lab Instruction Room 23 Math Lab Instruction Room 23	Math Lab Instruction Room 23 Math Lab Instruction Room 23 Math Lab Instruction Room 23	Math Lab Instruction Room 23 Math Lab Instruction Room 23 Math Lab Instruction Room 23	Math Lab Instruction Room 23 Math Lab Instruction Room 23 Math Lab Instruction Room 23
9:40 - 10:10	Drumming Math Lab Room 23 Math Lab Room 23	Math Lab Room 23 Math Lab Room 23 Math Lab Room 23	Math Lab Room 23 Math Lab Room 23 Math Lab Room 23	Math Lab Room 23 Math Lab Room 23 Math Lab Room 23	Math Lab Room 23 Math Lab Room 23 Math Lab Room 23
10:10 - 10:30	Snack Break 10:20 - 10:40	Snack Break 10:10 - 10:30	Snack Break 10:10 - 10:30	Snack Break 10:10 - 10:30	Snack Break 10:10 - 10:30
10:30 - 11:15	Language Arts 10:40 - 11:15	Language Arts 10:30 - 11:15	Public Speaking 10:30 - 11:15	Language Arts 10:30 - 11:15	Language Arts 10:30 - 11:15
11:20 - 12:10	History 11:20 - 12:10	Civics 11:20 - 12:10	Buddies / Service 11:20 - 12:10	History 11:20 - 12:10	Civics 11:20 - 12:10
12:10 - 12:40	Art / PE 12:10 - 12:50	Lunch 12:10 - 12:40	Lunch 12:10 - 12:40	Lunch 12:10 - 12:40	Lunch 12:10 - 12:40
12:40 - 1:30	Lunch 12:50 - 1:30	Science 12:40 - 1:30	Homeroom	Science 12:40 - 1:30	Study Hall 12:40 - 1:30
1:30 - 2:10	Electives 1:30 - 2:50	Music 1:30 - 2:10 Study Hall 2:10 - 2:50	Music 1:30 - 2:10 Study Hall 2:10 - 2:50	Art 1:30 - 2:50	Health 1:30 - 2:20 Homeroom
2:10 - 2:50					
2:50 - 3:00	Homeroom	Homeroom	Homeroom	Homeroom	Village Friday

APPENDIX C: School Calendar

VILLAGE CHARTER SCHOOL 2020-2021

	M	T	W	TH	F	
AUGUST	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	17-18 Staff Work Days
	24	26	26	27	28	19 ★ First Day
	31					
SEPTEMBER		1	2	3	4	
	7	8	9	10	11	7 ☒ Labor Day
	14	15	16	17	18	
	21	22	23	24	25	25 ☒
	28	29	30			
OCTOBER				1	2	
	5	6	7	8	9	9 & 12 ☒ Oct 4 day break
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
NOVEMBER	2	3	4	5	6	
	9	10	11	12	13	11 ☒ Veterans' Day
	16	17	18	19	20	18 ▲ End of 1st Trimester
	23	24	25	26	27	26 ☒ Thanksgiving Break
	30					
DECEMBER		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	21 thru 31 ☒ Winter Break
	28	29	30	31		
JANUARY					1	1 ☒ Winter Break
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	18 ☒ Martin Luther King Jr. Day
	25	26	27	28	29	27 ☒ No School
FEBRUARY	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	15 ☒ Presidents' Day
	22	23	24	25	26	26 ☒ No School
MARCH	1	2	3	4	5	5 ▲ End of 2nd Trimester
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	22 thru 26 ☒ Spring Break
	29	30	31			
APRIL				1	2	
	5	6	7	8	9	9 ☒ No School
	12	13	14	15	16	
	19	20	21	22	23	23 ☒ No School
	26	27	28	29	30	
MAY	3	4	5	6	7	
	10	11	12	13	14	14 ☒ No School
	17	18	19	20	21	
	24	25	26	27	28	
	31					31 ☒ Memorial Day
JUNE		1	2	3	4	
	7	8	9	10	11	11 ★ Last Day / Graduation Carnival
	14	15	16	17	18	14 & 15 ☒ Staff Work Days
	21	22	23	24	25	
	28	29	30			

Board approved: 4/7/20

APPENDIX D: Sample Report Cards

Attendance	T1	T2	T3	Life Skills Key	Academic Skills Key
Homework				4 Consistently	5 Exceeds grade level standard and expectations
Absences				3 Most of the time	4 Thorough understanding; mastery of grade level standard
Tardies				2 Some of the time	3 Adequate understanding; applies knowledge near grade level standard
Days Enrolled				1 Beginning to practice	2 Partial understanding; beginning to learn and practice skills
					1 Emergent; is at initial stage of absorbing knowledge and skills


Life Skills	T1	T2	T3
Integrity Demonstrates honesty, makes positive choices, even when no one is looking			
Academic Responsibility Follows school/class routines, directions and procedures			
Personal Responsibility Exercises self-control and accepts responsibility for own behavior			
Flexibility Able and willing to change direction; innovates solutions for problems and difficult situations			
Organization Turns in work on time, keeps assignments and materials orderly and ready to use			
Cooperation Able to work together toward a common goal or purpose			
Respect Respects others' rights, feelings and property			
Perseverance Demonstrates a consistent effort to do or achieve something despite difficulties, failures, or opposition			
Initiative Is able to act without having to be asked for directed			

Language Arts	T1	T2	T3
Reading			
Reading Fluency			
Reading Comprehension			
Effort			
Writing			
Spelling			
Handwriting			
Grammar and Punctuation			
Thoughtful, Creative Content			
Effort			

Mathematics	T1	T2	T3
Demonstrates an understanding of numbers and mathematical concepts appropriate to grade level			
Able to do accurate computations			
Effort			

Comments
T1:
T2:
T3:

Village Charter School



Report Card

_____ Student Name

_____ Grade

_____ School Year

_____ Teacher

_____ Administrator

Current Themes		
Since the Village Charter School deeply values interdisciplinary learning; social studies, science, literary studies, physical movement, and the creative arts are embedded within the curriculum. Through such interdisciplinary learning, children will build and practice skills within meaningful contexts, deepen their understanding of complex themes, and grow into responsible, critical and independent thinkers.	T1	
	T2	
	T3	

Life Skills Key		Academic Skills Key	
4	Consistently	A 100% - 90%	5 Outstanding effort and completion
3	Most of the time	B 89% - 80%	4 Excellent effort and completion
2	Some of the time	C 79% - 70%	3 Good effort and completion
1	Beginning to practice	D 69% - 60%	2 Fair effort and completion
		F < 60%	1 Minimal effort and completion

Life Skills	T1	T2	T3
Integrity Demonstrates honesty, makes positive choices, even when no one is looking			
Academic Responsibility Follows school/class routines, directions and procedures			
Personal Responsibility Exercises self-control and accepts responsibility for own behavior			
Flexibility Able and willing to change direction; innovates solutions for problems and difficult situations			
Organization Turns in work on time, keeps assignments and materials orderly and ready to use			
Cooperation Able to work together toward a common goal or purpose			
Respect Respects others' rights, feelings and property			
Perseverance Demonstrates a consistent effort to do or achieve something despite difficulties, failures, or opposition			
Initiative Is able to act without having to be asked for directed			

	T1	T2	T3
Mathematics			
Homework			
Tests and Quizzes			
Missing Assignments			
Language Arts			
Vocabulary			
Composition			
Social Studies			
History Tests			
History Homework			
Civics Assignments			
Notebook Completion			
Science			
Lab Reports			
Missing Assignments			

	T1	T2	T3
Service Learning			
Physical Education			
Elective _____			

Comments
T1:
T2:
T3:

Village Charter School



Report Card

_____	Student Name
_____	Grade
_____	School Year
_____	Teacher
_____	Administrator

Attendance	T1	T2	T3
Absences			
Tardies			
Days Enrolled			

Comments
T1:
T2:
T3:

Village Charter School



Report Card

Student Name
Grade
School Year
Teacher
Administrator

Attendance	T1	T2	T3
Homework			
Absences			
Tardies			
Days Enrolled			

Academic Skills Key	Life Skills Key
5 Exceeds grade level standard and expectations	4 Consistently
4 Thorough understanding; mastery of grade level standard	3 Most of the time
3 Adequate understanding; applies knowledge near grade level standard	2 Some of the time
2 Partial understanding; beginning to learn and practice skills	1 Beginning to practice
1 Emergent; is at initial stage of absorbing knowledge and skills	

Life Skills	T1	T2	T3
Integrity Demonstrates honesty, makes positive choices, even when no one is looking			
Academic Responsibility Follows school/class routines, directions and procedures			
Personal Responsibility Exercises self-control and accepts responsibility for own behavior			
Flexibility Able and willing to change direction; innovates solutions for problems and difficult situations			
Organization Turns in work on time, keeps assignments and materials orderly and ready to use			
Cooperation Able to work together toward a common goal or purpose			
Respect Respects others' rights, feelings and property			
Perseverance Demonstrates a consistent effort to do or achieve something despite difficulties, failures, or opposition			
Initiative Is able to act without having to be asked for directed			

Language Arts	T1	T2	T3
Reading			
Reading Fluency			
Reading Comprehension			
Effort			
Writing			
Spelling			
Handwriting			
Grammar and Punctuation			
Thoughtful, Creative Content			
Effort			

Mathematics	T1	T2	T3
Demonstrates an understanding of numbers and mathematical concepts appropriate to grade level			
Able to do accurate computations			
Effort			

Current Themes	T1	T2	T3

APPENDIX E: Board Bylaws

Bylaws of

The Village Charter School Board of Directors

(A California Nonprofit Public Benefit Corporation)

NAME: The name of this corporation is The Village Charter School.

ARTICLE 1 NONPROFIT PURPOSES

SECTION 1.1 NONPROFIT PURPOSES

The purpose of this Corporation is to manage, operate, guide, direct and promote The Village Charter School, a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

SECTION 1.2 THE CORPORATION'S PURPOSE

The founders' vision for The Village Charter School is to create an inclusive, equitable and intellectually rigorous culture where knowledge is built through experience. Students and staff are expected and empowered to reach their full potential. It is The Village Charter School's goal to be an innovative model for other schools and a leader within the larger educational community.

The Village Charter School is dedicated to providing a quality education in a positive and respectful multi-age environment where world cultures are explored, our connection to nature is honored, and character development is nurtured. Our school is a place where the intellectual, imaginative, and humanitarian promise of each student is cultivated and celebrated in a community that practices mutual respect, embraces diversity, and inspires a passion for learning.

SECTION 1.3 NONDISCRIMINATION POLICY

The Corporation will 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 actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

ARTICLE 2 OFFICES

PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2590 Piner Road, Santa Rosa, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE 3 DIRECTORS

The current Board of Directors and their titles shall be as follows:

NAME, ROLE

Chris Naber, Chair
Deneene Bell, Secretary
Catherine Carlisle, Treasurer
Scott Chapman
Jesse Chieppa
Robert Ethington
Nancy Le
Credentialed Teacher (1)
Rebecca Ivanoff, Director (non-voting member)

SECTION 3.1 POWERS

The Board of Directors (the “Governing Board”) shall, or it may direct others to, conduct the activities and affairs of the Corporation. The Board shall exercise all corporate power unless delegated according to Section 3.2.

SECTION 3.2 DELEGATION OF POWERS

The Board, by a majority vote of the directors in office at the time the vote is taken, may delegate some or all of its powers to a person, persons or committee as set forth in the Articles of Incorporation and Bylaws. (See also Article 6 of these Bylaws with respect to delegation to committees and Article 7 with respect to delegation to the Administrator/Director.) To the extent so authorized, any such person, persons or committee shall have the duties and responsibilities of the directors, and the directors shall be relieved to that extent from such duties and responsibilities.

SECTION 3.3 NUMBER

The Corporation shall have from five (5) to eleven (11) directors and collectively they shall be known as the Governing Board of Directors (“Board”). A quorum of the Board is equal to a majority of the current members prior to any meeting. The Administrator/Director will attend all meetings and act as a non-voting member of the Board. A position will be held for a credentialed teacher to serve as a voting member of the Board. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school shall be entitled to a single representative seated on the Board of Directors, if desired.

SECTION 3.4 TERMS OF OFFICE

Each Director shall serve for a one (1) year term and may be reelected without limit. The credentialed teacher position will rotate between (3) teachers per academic year, serving equal time.

SECTION 3.5 COMPENSATION

Directors shall serve without compensation in their position as director.
Directors may receive reasonable advancement or reimbursement of expenses incurred in the performance of their duties provided that the Board approves such expenses.
Notwithstanding the above, upon approval of the Board and subject to the conflict of interest provisions of Article 8, a director may receive: reasonable compensation from the Corporation for other services actually performed, reasonable payment for property received by the Corporation, and reasonable payment of benefits that are in furtherance of the Corporation’s purpose.

SECTION 3.6 ELECTION OF DIRECTORS

Directors shall be elected by the Board by a majority vote at the June meeting to take office at the next scheduled and agenda meeting.

SECTION 3.6 REMOVAL OF DIRECTORS

Directors may be removed from the Board by a two-thirds majority vote of those Directors in attendance. Reasonable due process should be followed to ensure integrity and fairness.

SECTION 3.7 VACANCIES

Any director may resign by giving written notice to the Board. The resignation is effective on the date such notice is received unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the Board. A vacancy occurs on the Board if the number of directors is fewer than five (5) or such greater number as determined by the Board. The Board shall fill such a vacancy by an election of the Board. If the number of directors in office is less than five, a vacancy on the Board may be filled by approval of a majority of the directors then in office. A person elected to fill a vacancy on the Board shall hold office for one (1) year as provided in Section 3.4.

ARTICLE 4 MEETINGS

SECTION 4.1 REGULAR MEETINGS

The Board shall have regular meetings as determined by the Board with notice given to interested persons as provided in Section 4.8.

SECTION 4.2 SPECIAL MEETINGS

Special meetings of the Board may be called by the Board Chair or a quorum of the directors with notice given to interested persons at least 24 hours in advance as provided in Section 4.8. Written notice of any special meeting shall be given to each director by the one calling the meeting at least 24 hours prior to such meeting. A director may waive notice of any special meeting if the waiver is in writing and signed by such director, specifies the reason for which the notice is waived and is filed together with the corporate minutes or records.

SECTION 4.3 EMERGENCY MEETINGS

Emergency meetings may be called by the Board Chair or a quorum of the directors with less than 24 hours notice only if an actual emergency exists which would not permit the meeting to be a Special Meeting. The minutes of the meeting must describe the emergency justifying less than 24 hours notice. Notice must be given to interested persons as is reasonable and as provided in Section 4.8.

SECTION 4.4 QUORUM FOR MEETINGS & TELECOMMUNICATIONS

A quorum consists of a majority of directors holding office immediately prior to any meeting. A director is considered present if by the use of any means of communication, all directors participating may simultaneously hear each other during the meeting.

No decisions requiring Board action shall be made by the Board at any meeting at which the required quorum is not present. In the event fewer directors than a quorum are present, the remaining directors may upon a simple majority adjourn the meeting to another day and/or time. Notice of the reconvened meeting shall be given to each director and interested persons as provided in this Article.

SECTION 4.5 BOARD ACTION

The Board will model ethics and promote a cooperative, consensus-driven decision-making process; however, all decisions will be made by majority vote.

In addition, the following circumstances require a vote of the majority of directors in office at the time the vote is taken:

- (a) to establish committees to exercise board functions as provided in Section 3.2,
- (b) to amend the Articles of Incorporation as provided in Section 11.1,
- (c) to sell assets not in the regular course of business,
- (d) to merge,
- (e) to dissolve and
- (f) in the case of conflicts of interest, a majority of directors in office who have no direct or indirect interest in the transition will be considered a majority, as provided in the policies of Article 8.

A director who is present at a meeting when corporate action is taken is deemed to have assented to the action unless the director's objection or abstention to the vote is entered into the minutes of the meeting or the director delivers written notice of such objection or abstention to the Secretary immediately after adjournment of the meeting.

SECTION 4.6 CLOSED SESSION

The Board may meet in closed session during which all or part of the meeting is closed to the public for deliberation on certain matters listed below. Notice of such closed session shall be given to interested persons in accordance with Section 4.8, provided that the statutory authority for such closed session be referenced in the notice. No closed session may be held for the purpose of taking any final action or making any final decision, although a consensus may be reached by the Board in closed session. The Board may meet in closed session for the following matters:

- (a) To consider employment of officer, employee, staff member or agent if:
 - (1) the job has been publicly advertised;
 - (2) regular procedures for hiring have been adopted; and
 - (3) there is an opportunity for public input into the employment of an officer.

Otherwise, the meeting must be open to all interested parties.

- (b) To consider dismissal, discipline or complaints/charges against an officer, employee, staff member or agent unless the individual requests an open meeting.
- (c) To conduct deliberations with persons the Corporation has designated to carry on labor negotiations.
- (d) To conduct deliberations with persons the Corporation has designated to negotiate real property transactions.
- (e) To consider records that are exempt from disclosure under the Public Records Law, including written advice from the Corporation's attorney which is protected by attorney-client privilege.
- (f) To consult with the Corporation's attorney regarding legal rights and duties in regard to current litigation or likely litigation.
- (g) To review and evaluate the employment performance of an officer, employee or staff member pursuant to standards, criteria and policies adopted at an open meeting unless the person requests an open meeting.
- (h) To carry on negotiations with private persons or businesses regarding proposed acquisition, exchange or liquidation of public investments.
- (i) To consider student expulsions and confidential medical records of students.

SECTION 4.7 NOTICE

Any written notice that is to be delivered to a director pursuant to these Bylaws may be delivered by electronic mail (e-mail), provided that the Secretary has received the consent of the director to such form of delivery.

SECTION 4.8 PUBLIC MEETING LAW – NOTICE AND OTHER REQUIREMENTS

Meetings of the Board shall comply with The Brown Act and all public meeting laws as referenced in these Bylaws. The Board shall provide for and give public notice 72 hours in advance of meetings to give actual notice to interested persons, including the news media, which have requested notice of the time, place and principal subjects to be considered at the meeting. Notice may be mailed, faxed, e-mailed or telephoned and may be given through press releases, mailing lists and websites or bulletin boards to interested persons. All meetings shall be open to the public (except in the case of closed sessions as described in Section 4.6), accessible to the disabled and held within the geographic boundaries of the Corporation.

ARTICLE 5 OFFICERS

SECTION 5.1 ELECTION OF OFFICERS

The Corporation shall have a Chair, Vice-Chair, Secretary and Treasurer as elected by the Board. Officers shall be nominated and elected to serve for a one (1) year term. There are no term limitations.

SECTION 5.2 RESIGNATION AND REMOVAL OF OFFICERS

An officer may resign at any time by delivering notice to the Board in the manner and procedure as described for directors in Section 3.7.

Officers may be removed from the Board by a two-thirds majority vote of those Directors in attendance. Reasonable due process should be followed to ensure integrity and fairness.

Any vacancy in an officer position shall be filled by an election by the Board. Officers shall hold office until the one (1) year term is completed, at which time regular elections of officers shall occur.

SECTION 5.3 DUTIES OF CHAIR

The Chair shall preside at all Board meetings, be the spokesperson for the Board, and have such other duties and

SECTION 5.4 DUTIES OF SECRETARY

The Secretary shall have overall responsibility for all record-keeping and for notices to the Board of any Board meeting. The Secretary shall be responsible for compliance with the notice requirement of public meeting law as set forth in Section 4.8. The Secretary may delegate these responsibilities, provided that s/he supervises such delegation.

The Secretary shall record and/or supervise the recording of the minutes of all meetings of the Board and present the transcribed minutes at or before the next Board meeting. Minutes shall comply with Public Meeting laws and, except in the case of executive session, shall include at least the following:

- a) Names of all Board members present;
- b) All motions, proposals and resolutions proposed and their disposition;
- c) The results of all consensus decisions and if voting the results of the votes;
- d) The substance of any discussion;
- e) Reference to any document discussed.

SECTION 5.5 DUTIES OF VICE-CHAIR

The Vice-Chair shall perform the duties of the Chair in the Chair's absence, shall be responsible for overseeing compliance with these Bylaws and shall have such other duties and responsibilities as determined by the Board.

SECTION 5.6 DUTIES OF TREASURER

The Treasurer shall be the custodian of funds of the Corporation, shall be responsible for the maintenance and/or oversight of proper records of all financial transactions of the Corporation, shall have the authority to sign finances as described in Article 9, and shall comply with all financial policies of the Board. The Treasurer shall report the financial condition of the Corporation at each Board meeting.

SECTION 5.7 DUTIES OF STAFF MEMBER/TEACHER

The staff member/teacher shall be responsible for acting as the voice of the staff/teachers and report back to at weekly teacher meetings.

SECTION 5.8 OTHER OFFICERS

The Board may appoint or elect any other officer and assistant officers as it deems necessary to carry out the functions of the Corporation.

ARTICLE 6 COMMITTEES

SECTION 6.1 OTHER COMMITTEES

The Board may establish one or more committees as it deems necessary and desirable, including hiring and site committees. Each committee shall consist of at least one Director; if this is not possible, the board chair may appoint a designee that will report back to the chair and the board. All recommendations of board subcommittees must receive final approval from the Board of Directors.

SECTION 6.2 VACANCIES

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

SECTION 6.3 QUORUM

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum. Any act of a majority of the members present at any meeting at which a quorum is present shall be the act of the committee.

SECTION 6.4 LIMITATIONS ON POWERS OF COMMITTEES

No committee may: authorize distributions; approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the Corporation's assets; elect, appoint or remove directors or fill vacancies on the Board or on any of its committees; or adopt, amend, or repeal the Articles, Bylaws, or any resolution of the Board.

ARTICLE 7 ADMINISTRATOR/ DIRECTOR

SECTION 7.1 ADMINISTRATOR/DIRECTOR

The Board shall hire a Director to be the administrative head of the Corporation, and the Board shall be responsible for overseeing the duties of such Director. The Board shall delegate the duties to the Director. The Director shall conduct general overall supervision of the day-to-day business, operations and affairs of the Corporation. The Director shall attend meetings of the Board and shall report to the Board of the business, operations and affairs of the Corporation.

SECTION 7.2 DELEGATION OF AUTHORITY

The Board shall have the power, in accordance with Section 3.2, to delegate to the Director such executive power and authority as the Board may deem necessary to facilitate the handling and management of the Corporation's property and interests.

ARTICLE 8 CONFLICT OF INTEREST

SECTION 8.1 DIRECTOR'S CONFLICT OF INTEREST DEFINED

A conflict of interest is a transaction with the Corporation in which a director has a direct or indirect interest. For the purposes of this section, a director has an indirect interest in a transaction if:

- (a) another entity in which the director has a material interest or in which the director is a general partner is a party to the transaction;
- (b) another entity of which the director is a director, officer or trustee is a party to the transaction, and the transaction is or should be considered by the Board.

SECTION 8.2 BOARD ACTION WHEN CONFLICT

In the event of a conflict of interest between a director or directors and the Corporation, the Board shall follow the conflict of interest policy adopted by the Board. Specifically, the board member who has the conflict shall recuse him- or herself from voting on any issue when a conflict of interest exists.

ARTICLE 9 FINANCES AND CONTRACTS

SECTION 9.1 FISCAL YEAR

The Corporation's fiscal year is July 1 -June 30.

SECTION 9.2 FUNDS

All funds of the Corporation shall be under the supervision of the Board and shall be handled and disposed of in such manner and by such officers or agents of the Corporation as in accordance with the financial policies adopted by the Board. Public Funds shall be accounted for separately from other funds of the Corporation.

SECTION 9.3 CONTRACTS

All contracts for the Corporation shall be under the supervision of the Board and shall be handled in such manner and by such officers or agents of the Corporation as in accordance with the policies adopted by the Board.

SECTION 9.4 AUTHORITY TO BIND CORPORATION

Unless the Board authorizes the execution of instruments as described in its policies, no director, officer, committee, employee or agent shall have the authority to bind the Corporation by any contract or instrument or pledge its credit or render it liable monetarily for any purpose or in any amount.

SECTION 9.5 BONDING

The Treasurer and persons handling funds for the Corporation may be bonded at Corporation expense, in such amounts and with such surety as shall be determined or approved by the Board, or the Board may authorize insurance coverage to cover losses that may occur.

SECTION 9.6 ANNUAL AUDIT

The Corporation shall have an annual audit of accounts of the public charter school prepared in accordance with the law and such audit shall be forwarded to the sponsoring school district, the State Board of Education and the Department of Education.

ARTICLE 10 CORPORATE RECORDS AND REPORTS

SECTION 10.1 MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep at its principal office, or such other location as designated by the Board:

- Articles of Incorporation and Bylaws as amended to date
- Minutes of all meetings of the Board and Executive Committee in the manner described in Sections 5.4 and 6.1
- Books and records of all financial accounts as described under Article 9
- A list of the names and business or home addresses of its current Board
- Copies of the annual financial statements and annual audits (State and Federal) for the three most recent years
- Copies of the federal, state, and local tax records and reports for the three most recent years
- Copies of the most recent annual report
- Copies of federal and state tax exemption materials and any other document or information necessary to the maintenance and operation of the Corporation
- Copies of all public records as required by law

SECTION 10.2 INSPECTION RIGHTS

Each director, or designated agent of such director, shall have the right during regular business hours to inspect, copy and make extracts of all books, records and documents of every kind and to inspect the physical properties of the Corporation.

The public has the right to inspect any public record of the Corporation during the usual business hours of the Corporation. The Corporation shall adopt reasonable rules necessary for the protection of the records and to prevent interference with the duties of the Corporation.

ARTICLE 11 INDEMNIFICATION

SECTION 11.1 INDEMNIFICATION

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE 12 AMENDMENT OF GOVERNING DOCUMENTS

SECTION 12.1 AMENDMENT OF ARTICLES OF INCORPORATION

The Board by a majority vote of the directors in office may amend and/or restate the Articles of Incorporation provided that notice is given as described in Section 11.3 and such amendments and/or restatement is filed with the Office of the Secretary of State of the State of California in accordance with all nonprofit laws and regulations.

SECTION 12.2 AMENDMENT OF BYLAWS

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created The Village Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

SECTION 12.3 NOTICE

Notice shall be provided to the Board that states that the purpose of the meeting is to consider a proposed amendment and contain or be accompanied by a copy or summary of the amendment.

APPENDIX F: Comprehensive School Safety Plan

THE VILLAGE CHARTER SCHOOL
Comprehensive School Safety Plan
SB 187 Compliance Document
EFFECTIVE DATES

2019 – 2020

Rebecca Ivanoff

Director – The Village Charter School

-

-

School: The Village Charter School

CDS Code: 49-75358-0114934

District: The Village Charter School

Address: 2590 Piner Road Santa Rosa, CA 95401

Date of Adoption: Public Hearing Date: 1/21/2020 Board Approval Date: 1/21/2020

VCS COMPREHENSIVE SCHOOL SAFETY PLAN 2019-20

SAFETY PLAN PURPOSE

Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the VCS Main Office on 2590 Piner Rd, Santa Rosa, CA 95403.

SAFETY PLAN VISION

VCS is dedicated to providing a quality education in a positive and respectful multi-age environment where world cultures are explored, our connection to nature is honored and character development is nurtured. Our school is a place where the intellectual, imaginative and humanitarian promise of each student is cultivated and celebrated in a community that practices mutual respect, embraces diversity and inspires a passion for learning.

VCS is proud of our continued growth and retention of students through grade levels. As our students reach their teen-age years, our strong retention rate has provided a continuity that has truly enhanced our school wide activities, sense of belonging and community involvement.

VCS is proud of the positive relationships we have maintained with our sponsoring district, WUSD, and with the schools we share our site with. These positive and collaborative relationships have contributed to the safe school environment we have developed and maintained.

OTHER ON-CAMPUS PROGRAMS: NORTHWEST PREP CHARTER SCHOOL, SCOE, and the YMCA PROGRAM

The EOC Management and Basic SEMS/NIMS Flowchart below reflect the functions and responsibilities set forth by Northwest Prep and POUSD. VCS leases space on the NWP campus and in the case of an emergency we follow the guidelines and direction of NWP Management and Command. The VCS main office serves as a base for communications regarding VCS students and staff and each staff member has roles and responsibilities in the case of an emergency.

VCS would like to further coordinate and define its own emergency procedures as well as maintain and grow its cooperative efforts with Northwest Prep Charter School, the YMCA, and various SCOE classrooms on this site. All other program site directors are given a copy of the VCS Safety Plan. Other school programs will maintain their own safety supplies and need to coordinate their safety plans with the VCS Safety Plan, as well.

Areas of Pride and Strength (school programs & practices that promote a positive learning environment):

- The Village Charter School has high expectations for student behavior and utilizes a progressive discipline plan that includes restorative practices and conflict resolution.
- Strong community that familiarize students with norms, procedures, and leadership skills; and to build student relationships between themselves, with the teachers, and with the larger community.
- Regular school wide circle time and Village Friday follow a consistent format and provide a way to acknowledge positive behavior and give students the opportunity to build community and participate in restorative practices.

Areas we wish to improve:

- Continue to work on consistency in addressing behavior issues
- Provide more opportunities for student acknowledgment and Leadership
- Improve communication with parents
- Additional training and plans for school climate improvements

SAFETY COMMITTEE MEMBERSHIP

VCS COMMITTEE MEMBERS:

At The Village Charter School, a Safety Committee and other interested participants will meet periodically to decide the direction and policies of the school regarding school safety. This committee is comprised of volunteer members including VCS parents, VCS teachers, the school's Office Manager, and the school's Director. Meetings are posted in advance and are open to all parties interested in attending. The main purpose and mission of the VCS Safety Committee is to provide input on major plans, expenditures, document revisions, and future direction regarding school safety and climate. The VCS Board of Directors will oversee any actions that are brought by the Safety Committee.

VCS COMPREHENSIVE SCHOOL SAFETY PLAN 2019-20

GOALS, STRATEGIES, AND ACTIVITIES FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT

Component I – People and Programs - Supports and Engagement

Violence, Victimization & Substance Use

The following goal addresses the Two Safe School Components:

- Creating a caring and connected school climate
- Creating a nurturing physical environment

Component 1: People and Programs

Vision: VCS Public Charter School provides a safe, secure and genuinely enjoyable environment in which each student can learn and grow academically as well as socially.

Goal: Creating a caring and connected school climate: School safety is enhanced when all children have a sense of belonging and inclusion in the school.

Objective: *A variety of activities will be planned and implemented to increase students' feeling of belonging and inclusion with other students, teachers and staff members, and recognizes students who exemplify positive values and citizenship.*

Activity 1: VCS is a multi-age, project-based school. All students participate every day in cooperative, collaborative group work and interact across grade levels. Student's strengths and talents are both recognized and utilized on a daily basis.

Activity 2: VCS conducts school wide festivals and seasonal events that serve as academic, social and artistic community-building activities.

VCS COMPREHENSIVE SCHOOL SAFETY PLAN 2019-20

GOALS, STRATEGIES AND ACTIVITIES FOR

ENSURING A SAFE AND ORDERLY ENVIRONMENT

Component II – Place/Environment

Component 2: Environment

Vision: VCS Public Charter School will maintain the school grounds in a safe and secure manner for all students, their families and staff members.

Goal: All students have a sense of high standards and respect for the physical environment of The Village Charter School.

Objective: The school regularly sets high standards of behavior and believes all students are responsible for the well-being of the school.

Activity 1: We have a conscientious staff that is interested, attentive and actively reports concerns related to the safety of the school grounds to the Director. High standards of a safe and orderly environment are maintained through communication. Students help with the cleanup and basic maintenance of the campus as needed.

Activity 2: The school is well-fenced on the back portion of the school. Most of the campus is well lit and clean; classrooms are comfortable and kept clean.

Activity 3: A collaborative relationship with the Santa Rosa City PD, Sonoma County Sheriff's Office, and Child Protection Services is maintained and mandated reporting requirements are upheld. Staff members make an effort to reach out and collaborate with those agencies and others. We lease space on the POUSD's Northwest Prep campus and all emergency policies, protocols and drills are under their guidance and direction.

Activity 4: Any graffiti will be removed as soon as possible by the POUSD custodial crew. If it is gang related or severe graffiti, it will be photographed prior to removal. Photographs of the graffiti will be forwarded to the Sheriff if deemed appropriate by the Director.

Activity 5: Students have trust and respect for the reliable adults on staff including the all classified staff, custodial staff, and volunteers. Many of our staff members have been a part of the site for some time and students know they can depend on those relationships.

Activity 6: Through the use of staff and parent volunteers, the school is a place where students can readily see and identify important adults on the school grounds and on field trips.

Activity 7: The Director and staff will reinforce the importance of students taking responsibility to confide in adults about potentially dangerous or unsafe behavior.

DISASTER /EMERGENCY PROCEDURES/CRISIS RESPONSE

Disaster Procedures

A disaster necessitating the implementation of this “Emergency Response Plan” is defined as an earthquake, explosion, fire, or any other occurrence that causes or may be expected to cause loss of life or widespread injuries or substantial property damage.

Objectives

This plan has the following objectives in an emergency:

1. To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well-being of students and staff remaining at the school site following an emergency until released.
4. To provide for the safe and orderly release of students and staff as conditions permit.

Pupil Protection Policy

The policy of the Board of Directors for pupil protection is as follows:

1. The safety and security of students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and employees.
2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.
3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member and be identified on the student’s emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.
4. All visitors to the campus (including regular volunteers) must check into the office and wear a visitor or volunteer badge. All volunteers must also sign-in on a volunteer log. Visitors from SCOE and related agencies must sign in and they also wear SCOE or other agency badges.
5. Student discipline - and a positive school climate - are important contributors to a safe and secure environment. All students are held accountable for their behavior and are aware of safety and security procedures. All staff upholds the student discipline policy.
6. AB 2855 states “Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures.” A plan for each student will be developed to ensure their safety.

**Emergency
Operations Plan
For
The Village Charter School
2019- 2020**

EMERGENCY PHONE NUMBERS

In an **EMERGENCY**, dial 9-1-1 for:

Fire Department

Police Department

Sheriff's Office

Highway Patrol

American Red Cross, (Sonoma County Chapter)577-7600

Animal Regulation, (Sonoma County)565-7100

CalTrans.....1-800-427-7623

Highway Patrol Info Line.....588-1400

Pacific Gas & Electric Company.....1-800-743-5002

Redwood Empire Schools' Insurance Group (RESIG) 836-0779

School and College Legal Services524-2690

Sonoma County Department of Emergency Services.....565-1152

Sonoma County Office of Education524-2600

Sonoma County Sheriff's Department.....565-2121

Sonoma County Dept. of Health Services (information)565-4400

BUILDING UTILIZATIONS

Communications and Control: VCS Main Office (in communication with NWP Main Office)

Media Center: VCS Main Office (in communication with NWP Main Office)

First Aid: Room 23

Food Distribution: Extended Care Room 32

Morgue: Room 22

Student Release: VCS Main Office (or Sidewalk between NWP Main Office and MPR entrance TBD)

Parent/Community Liaison: Director

UTILITY SHUT-OFF LOCATIONS

Water: Main Valve (and wrench) located in the water control and well enclosure at the front of NWP campus.

Natural Gas: Main Valve access located in the water control and well enclosure at the front of NWP campus.

Electricity Panels: Main shut off is in the main custodial closet near the main office.

EMERGENCY SIGNALS AND PROCEDURES

METHODS OF ALERT

- **FIRE OR FIRE DRILL:** loud sound - flashing light (fire alarm sound)
- **NATURAL DISASTER:** (earthquake) PA announcement *Drop or Duck-and-Cover*
- **BOMB THREAT:** PA Announcement (may request all to *Drop or Duck-and-Cover* or *Lockdown*)
- **LOCKDOWN/SHELTER-IN-PLACE:** PA announcement (to initiate *Lockdown* procedures – after Lockdown is activated - ignore any and all following PA announcements)

DROP (Duck-and-Cover) PROCEDURE

If inside the school building, the students should:

1. Drop to knees, knees together, back to window.
2. Use available desks and tables for protection.
3. Grab a leg of the desk or table.
4. Fold arms on the floor or close eyes tightly.
5. Remain in protective position until directed otherwise.

If outside the building, students should:

1. Crouch or lie down as quickly as possible. Protect eyes and head. Avoid building or other structures in event of an earthquake.
2. Stay in selected position until the all-clear is given by the staff member in charge.

CRISIS PROCEDURE

A crisis may occur during school hours, which necessitates keeping students in classrooms. Incidents such as a serious student/staff injury, suicide, hostage situation, or presence of a dangerous or potentially dangerous individual(s) on campus are examples of crisis situations.

LOCKDOWN PROCEDURE

1. Director or OM will make a PA announcement. Director or OM will contact law enforcement and the DO.
2. If students are outside, every effort will be made to immediately get them into a nearby building. Staff will lock all doors to their room.**
3. Teachers are directed to report the names of any student(s) missing from class to the office (if possible via text or email).
4. The custodian will immediately lock the bathrooms and MPR.
5. No students are to be released from class until law enforcement releases the classroom. All staff should remain in a secure building until further notice. The bell schedule and/or any PA announcements should be ignored.
6. Every effort will be made to notify staff as to the crisis and follow-up steps by text, Twitter, email, etc.
7. As quickly as possible, the Director or OM will communicate via text, robocall, email, and/or tweets clarifying the incident to families/parents.

**In 2013, "Columbine-style" locks were installed to allow doors to be locked from inside the classrooms with any school key.

EXIT AREA

If the need arises for the entire student body and staff to evacuate the VCS Campus, our plan is to report to The Church of Christ (1825 Fulton Road) or request assistance from Piner High School (also located on Fulton Road). This is a one-mile walk of approximately 20 minutes.

STUDENT RELEASE

Student release procedures are available to all families in English and Spanish regarding the procedures to be for student release to their families or other family approved emergency contacts. Forms also will need to be printed in Spanish and English for families to fill out as they wait in line for runners to reunite them with their children.

NATURAL EMERGENCIES, THREATS AND ACCIDENTS

EARTHQUAKE

1. Teachers order students to drop to the floor, using desks and chairs to protect themselves from falling objects. Because building walls tend to fall outward, protection of inner walls, hallways, and doorways should be sought, if possible.
2. After the earthquake tremors subside, teachers may order an evacuation of the classroom.
3. If buildings are evacuated - teachers line their classrooms up on the back blacktop, take roll, report missing students, and determine those in need of first aid.
4. Classes are resumed when building is declared safe by the Director (or designee).

FIRE

1. Sound fire signals: five short bells or klaxon
2. Students and adults evacuate buildings to outside assembly areas (front grassy area or blacktop).
3. Teacher leaves room last, taking class records, emergency supply duffel bags and keys, and closing doors (**not locked**) and windows.
4. In outside assembly areas, teachers take roll, report missing students, and administer first aid to any injured person.
5. Depending on the severity of the fire, students may be taken to an alternate location for protective supervision until parents can be notified for pickup.

WINDSTORM

1. Teachers/Staff assemble students and staff inside shelters and/or buildings and take roll call.
2. Close windows and blinds and remain near inside walls.
3. Teachers/Staff will avoid the center of the NWP multipurpose room or other structures with large roof spans and evacuate rooms bearing full force of wind.
4. School office administration will monitor local radio stations for latest advisory information.
5. Notify utility companies of any break or suspected breaks.
6. Notify appropriate school district officials.

1. Director arranges for evacuation of students and staff to a safe location.
2. Director advises the news media of the removal of students to alternate location.
3. Students will be released to parents via our student release procedures from alternate/safe location. (All teacher emergency bags have emergency release/contact information to assure that children are released to parent/guardian-approved individuals.)

FALLEN AIRCRAFT OR EXPLOSION

1. If aircraft crashes on or near school buildings, or if an explosion erupts inside school, teachers give the DROP command to protect children against blast and falling objects.
2. Teachers take immediate action to remove children to assembly areas and follow evacuation procedures.
3. Staff performs necessary rescue measures to help injured or trapped students, and calls police and fire departments.
4. Director insures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.

WARNING OR THREAT OF WAR: ATTACK OR TAKE COVER SIGNAL

1. A warning of an attack will be a 3-5 minute warbling sound or series of short blasts on public warning devices and/or cell phones.
2. Director orders teachers to prepare students for DROP command leaving classroom windows and doors open and closing blinds to reduce fire hazards from blast and/or heat.
3. Turn on the radio to an Emergency Broadcast System station (KSRO 1350 AM) to monitor emergency information and instructions.

SURPRISE NUCLEAR DETONATION

Detonation of a weapon may be accompanied by an extremely intense light flash and heat waves (there may only be a few seconds before it goes from brilliant light to searing heat). **Everyone must DROP immediately. Do not look at the light! Staff and students need to IMMEDIATELY get under or behind something that will block the light – ideally, something that will provide shelter from the blast wave that follows.** The flash is followed by extremely heavy shock waves. Once the blast has passed, there will be a few minutes before fallout (radioactive dust from a nuclear explosion) falls back to earth from the sky and begins to settle. Radiation exposure is dangerous. **It is important that students and staff remain inside during (and after) this fallout period. They should not be (or go) outside.** Get as much mass and distance between people and the radioactive dust as possible. Fallout radiation decays fairly quickly - according to the *Rule of 7:10* - seven hours after the explosion, the radiation drops to a tenth of its original level. After seven times seven hours (two days), it's a tenth of that (or 1/100th of the original). Seven times two days (two weeks) and it's down to 1/1000th of the original level. After sheltering in place, VCS staff will follow the directives of community and public officials.

BOMB THREAT

If a threat by telephone* comes directly to school:

1. Person receiving call** should attempt to keep the caller on the telephone as long as possible and alert someone else by a prearranged signal, note, or text message.
 - Dial 8-911 (or 8 and then 911 from the classroom) tell dispatcher: "This is (name of caller) from The Village Charter School. We are receiving a bomb threat on another line. The number of that line is (707) 524-2848."
 - Give any additional information needed by the operator. This must be done quickly.
2. Try to determine if the caller is a student or an adult. If it is a student, it may be possible to discover identity. Try to determine gender, age, specific comments and tone.
3. The Director (or designee) – in conjunction with Fire/Law Enforcement - shall determine whether to evacuate the building(s) threatened.
 - Upon a decision to evacuate, if one specific building has been threatened, it should be evacuated along with adjoining buildings and a search should be instituted (fire/police departments).
 - Avoid the use of the general alarm, if possible.
 - Use the intercom or personal notification by designated persons to evacuate threatened rooms. If it is necessary to evacuate the entire school - use the fire alarm.
4. The Director or OM should notify the NWP's office as quickly as possible.
5. The Director may decide to resume school after the building(s) have been inspected and determined safe by proper authorities.
6. Do not publicize the threat any more than necessary.

*A written threat should be turned over to the police department.

**Individual receiving the call should complete a "Bomb Threat Report" form

VCS COMPREHENSIVE SCHOOL SAFETY PLAN 2019-20

SAFE INGRESS AND EGRESS

The Village Charter School is located at 2590 Piner Road (just off of Fulton Road) in a lightly residential section of northwest Santa Rosa. Some students ride bikes or walk to and from the campus, while others are dropped off and picked up by parents/guardians in cars. Small special education buses also drop off and pick students who attend Sonoma County Office of Education classes located on the campus. In the morning and afternoon, there are staff members at the student loading zones to monitor students exiting and entering cars, as needed. A crossing guard hired by the City of Santa Rosa and the school district helps students cross the busy Fulton Road intersection.

VCS COMPREHENSIVE SCHOOL SAFETY PLAN 2019-20

ADOPTED BOARD POLICIES

****SEE APPENDIX I FOR FULL STUDENT/PARENT HANDBOOK**

Procedure for Compliance with School Safety Laws

VCS has Board Policies and Administrative Regulations that affect the Safety and Security of students and staff. All staff and volunteers are required to be fingerprinted and certify that they have read and are familiar with policies that affect the safety and well-being of students and staff as stated in school handbooks and contracts. Additionally, all staff and persons in paid positions who work with students are required to submit to a Tuberculosis test and fingerprinting.

Child Abuse Reporting Procedure

All school staff actively monitors the safety and welfare of all students. Staff understands its responsibility as child care custodians and immediately reports all cases of known and suspected child abuse.

To assure that school staff has adequate training and information, all staff must sign a statement certifying that they have read and know child abuse reporting procedures. School administrators, teachers, classroom assistants, and other classified school employees participate in periodic training and yearly overview of procedures in child abuse identification.

Notification of Teachers of Dangerous Students

As stated in the Administrative Regulation 5114.9.3 guidelines, the District shall inform teachers of students who have attempted to cause bodily injury to another person in violation of Section 243 of the Penal Code. The District shall provide the information to these teachers based upon any written records that the district maintains or receives from a law enforcement agency regarding a student.

Discrimination and Harassment Policy

Sexual Harassment of any student or employee by another person is prohibited. Students are directed to report incidents of sexual harassment to an administrator or teacher and are advised of their rights, both as a complainant or an accused. All incidents are investigated in a timely manner. An appropriate course of action is implemented for each complaint, which may include one or more of the following:

1. Documenting and investigating the complaint
 2. Parent notification
 3. A report to police or Child Protective Services as appropriate to a particular incident
 4. Student disciplinary actions may include suspension, behavioral contract or recommendation for expulsion
-
5. Initial contact with the complainant's parent(s), a letter describing the incident and containing the VCS Sexual Harassment Policy & Procedures packet and closure that assures that the incident has been handled per policy

Dress Code

The VCS guidelines for school dress are based on matters relating to health, safety, good school organization and deportment. Safety and cleanliness are important. Items disruptive of the school's learning environment should not be worn.

School Rules and Expectations

The Village Charter School has a Student/Parent Handbook available on the school's website at **villagecharterschool.com** that covers the rules and expectations designed to assure the safety and security of all students and staff. The handbook identifies behavioral expectations that promote safety, respect and responsibility. Consequences for violations include warnings, parent notifications, and/or suspension, depending on the nature of the conduct in question. Please review the VCS Student/Parent Handbook to familiarize yourself with our expectations. Hard copies of the VCS Student/Parent Handbook are available upon request. Please remember that our goal is to provide a safe, secure learning environment.

STATUS OF GANG ACTIVITY ON CAMPUS

The status of gang activity is virtually non-existent this (and last) school year. So far this year, there have been no gang-related suspensions, nor graffiti.

GANG PREVENTION & INTERVENTION GUIDELINES

The wearing of clothing; marking on one's skin (tattooing); writing on books, papers, and backpacks; and words or gestures not related to the curriculum which may be associated with these gangs are not allowed and may include, but are not limited to:

Red or blue bandanas, red or blue shoe laces, red or blue belts, belt buckles with 13 or 14, three or four dots, hand signs indicating 13 or 14 or known gang signs; inflammatory or pejorative gang-related terms.

Although many of the above may not be specifically attributable to the VCS attendance boundaries, specific gang activity is not localized. Additionally, students attend VCS from all over Sonoma County. The intent of these restrictions is to limit the influence and fear that often goes with gang activity on the school campus and to ensure that students coming to school and going home are not at risk. Every effort will be made to initially address gang related issues from an educational, counseling perspective and to communicate to parents about any concerns. Except in severe situations which involve aggression, serious threats, or disruption of school activities, suspension will be the consequence of last resort.

VCS COMPREHENSIVE SCHOOL SAFETY PLAN 2019-20

COMMUNICATION OF THE PLAN

Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i>	Date of Public Hearing: Site of Public Hearing: VCS Main Office	
Law Enforcement Review	Name:	Date:
VCS Director Approval	Name: Rebecca Ivanoff	Date:
Board of Directors Approval	Name: Chris Naber	Date:

Comprehensive School Safety Plan Verification

The Village Charter School

2019-20

The undersigned verify that the Comprehensive School Safety Plan for 2019-20 was reviewed and revised as needed before _____, as required by Education Code 35294, and has been approved by the VCS Board of Directors.

VCS Director

Date

VCS Board Chair

Date

VCS COMPREHENSIVE SCHOOL SAFETY PLAN 2019-20

VCS Lockdown Procedure (updated 12/2019)

IT IS IMPORTANT TO DISCUSS THE NATURE OF A LOCKDOWN DRILL AND GIVE STUDENTS SPECIFIC EXAMPLES OF SITUATIONS IN WHICH SUCH A DRILL MIGHT OCCUR.***

PURPOSE: “**LOCKDOWN**” is intended for situations where staff and students should remain in a secured area – or silently follow adult directions - until any danger clears. Examples of situations for which “LOCKDOWN” might be appropriate include situations such as a weapon or active shooter on campus, hazardous chemical spills, an outside public disturbance or any situation in which we need to protect students and ourselves. Unless there is immediate danger in the area, it is recommended that schools call 911 and LOCKDOWN. This will result in less targets for an active shooter(s), reduce confusion for arriving law enforcement, help contain the situation and minimize the chance of an accidental shooting of innocent people by responding officers.

If this situation ever occurs we will do our best to communicate on email, texts, or tweets to give updates to staff. The key to safety in this process is to use an OPTIONS-BASED approach. Experts recommend a run-hide-fight approach in an intruder event.

PROCEDURE:

- An administrator or OM will announce (on ALL SPEAKERS – see posted directions next to OM phone), “**WE ARE ON LOCKDOWN STATUS**,” on the intercom. Repeat the message at least three times while speaking slowly and clearly.
- Everyone in the building should **immediately stay in or enter the nearest classroom or office**. If this is not possible, take cover or attempt to exit safely moving away from the sounds that could potentially be dangerous. Avoid, if possible, large open areas such as the gym, yard, outdoor hallways, playgrounds, or parking lot.
- **Lock/close** all door(s). You can also attempt to barricade doors with heavy furniture or by using a door stop for doors that open to the inside.
- **Establish a safe area in the room and take cover**. Cover has ballistic-stopping capabilities (some examples include brick walls, engine blocks if in the parking lot, and library books stacked back to back). **If this is not an option, move to concealment. While this may not stop a bullet, it can hide you from view.**
- Avoid huddling if possible, huddling makes you a bigger target.
- **Close all windows. Lower and shut any blinds (if possible).**
- **Turn off lights.**
- Stay away from windows and doors.
- *****Ignore any loudspeaker or radio announcements ending the drill and/or the normal daily schedule UNTIL law enforcement or a staff member with a key comes to your room, unlocks it, and directly clears you**. You will remain in the room after you have been cleared until the whole school is cleared. This is to limit confusion. After all rooms have been cleared by a staff member or law enforcement with a key, or there will be an “all clear” announcement over the intercom to let everyone know that they can resume normal activities. **Do not respond to an “all clear” message if you have not had law enforcement or staff visits your room!**
- **Do not open the door for anyone. Someone with a key (law enforcement or staff/administration will let you know when it is safe. We are not using a “safe word.” Wait for law enforcement or an admin/staff member with a key to open your door.**

APPENDIX G: Letter from POUUSD



Board of Trustees

Janae Franicevic

Mardi Hinton

Mindy Mohr

Cindy Pryor

John Way

Superintendent

Carmen Diaz-French

Campuses

• Jack London
Elementary School

• Olivet Elementary
Charter School

• Schaefer
Charter School

• Piner-Olivet
Charter School

• Northwest Prep
Charter School

April 1, 2020

Brandon Krueger, Ed.D
Superintendent
Windsor Unified School District
9291 Old Redwood Highway #500
Windsor, CA 95492

Dear Dr. Krueger,

POUSD has been asked by Rebecca Ivanoff, Director of The Village Charter School, to give our approval for Windsor Unified to continue as the authorizing agency for The Village Charter School. We understand that, although the law now requires all new charter schools to be located within the boundaries of their authorizing district, there is an alternative for charter schools that lawfully established themselves outside the boundaries of the authorizing district, but within the county, before January 1, 2020. Such charter schools may continue to operate at their site until the charter school submits a renewal petition. At that time, to continue operating at the same location, the charter school must either obtain written approval from the district where the charter school is operating, or submit a renewal petition to the district in which the charter school is located.

We understand that The Village Charter School must renew its charter by June 30, 2020. We are satisfied with our relationship with Village Charter School as a tenant on our property and do not wish to become their authorizing agency. We, thereby give our approval to The Village Charter to remain under the authorization of Windsor Unified School District with the understanding that they will be physically located within our boundaries.

Sincerely,

Carmen Diaz-French, Superintendent
Piner-Olivet Union School District

APPENDIX H: Sample Weekly Bulletin

VCS Weekly Bulletin, Friday January 24, 2020

Looking for school info, calendar, news, past bulletins & Voices?

Bookmark the VCS WEBSITE:

<http://villagecharterschool.com/>

Visit/Like our Facebook page:

<https://www.facebook.com/villagecharterschool/>

Have something for the Voices? Send it to:

Shaina at bulletin@villagecharterschool.com

Dates at a Glance

Wednesday, February 12th & 13th 5:30 -Aikido Promotions (see details below)

Wednesday February 27th - Wednesday March 4th - Conferences - 1 p.m. dismissal for all

Saturday, April 18th, from 9:30am-11:30am - Creek Clean-A-Thon

SAVE THE DATE!

6th Annual VCS Creek Clean-a-thon!

Every year we participate together in a community service event that doubles as a fundraiser. It's time to start planning for our Annual Creek Clean-a-thon on **Saturday, April 18th, from 9:30am-11:30am.**

This event needs one more coordinator, someone to put the FUN in our Fundraising efforts. Can you help make the money magic materialize? All event and outreach materials are already created... now, the right person to coordinate this piece of the event is needed. Please let Rebecca or Stephanie Lennox know if this can be you!

Aikido Promotions

Promotions will be held at the Dojo, 880 Piner Rd # 55

February 12th and 13th.

Class at 5:30 - Promotion at 6:30

Signups with date and time are on each classroom door. You must sign up to participate.

Free! Come and get it!

Teachers have been going through our library and shed. Stop by the office to see if there is something you would like. Currently we have books, 3x5 index card boxes, hard hats, bean bag chair, and an ice chest.

If you would be willing to post items on Freecycle or Nextdoor please see Miss Malika.

After School Art Enrichment Classes

"Art FUNDamentals" (TK-K)- This class is for budding artists. Basic art concepts such as line, shape, color, contrast and form will be introduced through various mediums. Throughout the course, students will work with drawing, clay, painting, collage, sculpture, chalks and oil pastels. The subject matter in this class is based around the seasons. Every class, students will create a new art project to be taken home that day. Tuition is per month. The art teacher is Katiria (Valentina's mom).

"Art with the Masters" (4-8th) - Art classes will focus on a new Master Artist each month. Multiple medias will be explored throughout the course, from drawing, to painting, to collage, to sculpture, to oil & chalk pastels. Students will learn about such greats as Picasso, Warhol, Van Gogh and O'Keeffe. In May students will be invited to participate in an Art Gallery. Tuition is per month. The art teacher is Katiria (Valentina's mom).

Please see attached form for more information!

Computer Room and Administration Office Weekly Clean up

We need families willing to take one day a week to clean up the office and/or the computer room. This clean up includes: vacuuming the carpet, emptying all trash cans, dusting shelves, cleaning and sanitizing counters, desks and tables, cleaning the microwave, and check food expiration dates in the fridge and discard what is expired. Please email crisarlin@gmail.com to prepare a monthly schedule.

Vacuums Needed

our school is in need of two vacuums, preferably SHARK. Let Crisarlin@gmail.com know if you can donate a vacuum used but in good condition, or a new one.

Sibling Enrollment / New Student Enrollment

It is time for siblings and new students to apply for enrollment for the 2020/21 school year. Siblings of current VCS students have priority over new students but must apply just the same. To be eligible for Kindergarten, children must be 5 by September 2, 2020. Open enrollment will run from 1/27/20 through 2/7/20. Applications can be found; attached to this bulletin, in the office or the [website](#).

Yearbook Photos Wanted

Do you take pictures around campus, at events, while volunteering in classrooms or chaperoning field trips? Contribute them to the yearbook! Send them to erobbins@villagecharterschool.com

NEW FEATURE FOR 2019/2020: The yearbook will be highlighting students' extracurricular activities this year. If your child does extracurricular activities such as dance, sports, acting, cooking, crafts, volunteering, etc., please submit photos and a brief description of why they do it, what they like about it, and what their experiences have been like.

Yearbooks

Don't forget to buy your yearbook!

<https://www.treering.com/validate?PassCode=1014724174042747>

Appreciations

Have an appreciation you wish to make? You can email it in by

Friday morning to bulletin@villagecharterschool.com and it will get added to the next Bulletin.

Thanks to the amazing, awesome, hard working VCS students/families that came out to clean up Piner Creek on MLK Day of Service (see pictures below!). We collected hundreds of trash pounds and enjoyed making our world a better

APPENDIX I: Parent/Student Handbook

THE VILLAGE CHARTER SCHOOL HANDBOOK



2590 PINER ROAD

SANTA ROSA, CA 95401

WWW.VILLAGECHARTERSCHOOL.COM

The Village Charter School admits students of any race, color, and national or ethnic origin.

Revised August 2019

CONTACT INFORMATION

School Office

Village Charter School
2590 Piner Rd
Santa Rosa CA 95401
Phone: 707-524-2848
Fax: 707-527-5801
Email: vcsofficemanager@gmail.com

School Hours

Kindergarten 8:30 a.m. – 1:00 p.m. - Daily
1st – 8th 8:30 a.m. – 3:00 p.m. - Monday, Tuesday, Thursday, Friday
8:30 a.m. – 1:00 p.m. - Wednesday

Office Hours

Monday – Friday 8:00 a.m. – 3:00 p.m. during the school year
Summer hours are limited.

2018– 2019 Governing Bodies

Chris Naber	Board of Director - Chair
Deneene Bell	Board of Director – Secretary
Catherine Carlisle	Board of Director - Treasurer
Scott Chapman	Board of Director – Member
Nancy Le	Board of Director – Member
Ashley Hamlett	Board of Director – Member
Robert Ethington	Board of Director – Member

Staff

Rebecca Ivanoff	Director	rlivanoff5@gmail.com
Carolyn Jensen	Office Manager	vcsofficemanager@gmail.com
Kristen Pearce	Teacher	kelizpearce@gmail.com
Malika Harville	Teacher	ravengirl@sonic.net
Bonnie Barnum	Teacher	N/A
Travis Robbins	Teacher	tm_robbins@yahoo.com
Rachael Parent	Teacher	r8chaelp@gmail.com

GOVERNING BODIES

There are two governing bodies at The Village Charter School in which parents can participate. The first is the **Board of Directors**. The main purpose here is to oversee the school as a whole, to make sure the charter is being upheld and run in accordance with the rules and regulations of the Village Independent Charter established in 2007. When VCS was initially formed it was a dependent charter. The difference between these types of charters is significant, especially in the realms of curriculum and funding. The Charter Board of Directors oversees the school director, who oversees the school staff. Parents are invited to attend any Board meeting. These meetings are held on the third Tuesday of each month.

The second body is the **Parent Association (PA)**. The main purpose of this body is to organize parent participation to fulfill the needs of the school. These needs are stated by the Board and the School Staff. The PA is overseen by the school director. The goal of the PA is to elicit 100% parent participation of requested volunteer hours (one hour per week throughout the school year). Volunteer hours can include participation in school festivals, fundraising events, classroom specific activities, and overall beautification of our school site. PA meetings occur monthly during the first Friday of each Monday during morning coffee.

To join any of these bodies, please ask any of the Chairs, or the school Director, for further details.

PARENT INVOLVEMENT & PARENT ASSOCIATION

Village Charter School is a cooperative organization. The parents/guardians and staff work closely together as partners to ensure the success of our students. This collaborative effort is integrated into every aspect of the school's management, including decision-making, fundraising, governance, and the educational program. It is essential that all parents and guardians understand the important role that their participation plays in sustaining our school. Below is an outline of the commitment that is needed from each of our families to sustain our community charter school. We welcome and encourage parents and guardians of all of your child's family to be a part of the educational process and to assist with the participation requirement.

PARENT PLEDGE PROGRAM (PPP)

- PPP is an integral part of the VCS's annual budget as the income from the state is not enough to cover our expenses. PGP monies are used for enrichment programs, staff support, festivals, office supplies and other general operating expenses.
- ***It is our goal that each family contributes \$1250 per year (\$125/month).***
Donations are non-refundable. All donations are tax-deductible and a statement will be issued upon request.

PARENT PARTICIPATION REQUIREMENTS

- **Parents/guardians/family members are responsible for providing the equivalent of one hour per week of classroom support or to serve on at least one committee.**
- Per VCS policy, parents/guardians/family members who participate in classroom activities must have a cleared fingerprint notification on file with VCS. Classroom support includes, but is not limited to:
 - ♦ Assisting in the classroom and classroom jobs
 - ♦ Field trip scheduling and/or chaperoning
 - ♦ Cleaning and maintenance of the classroom and school site
- **All School and Classroom Meetings:**
 - ♦ At least one parent or guardian from each family is expected to attend school wide and classroom meetings as scheduled throughout the year.

WILLIAMS UNIFORM COMPLAINT FORMS

The Williams Complaint Form is for local educational agencies (LEAs) to make available to anyone, especially parents, guardians, pupils and/or teachers, who wants to file a complaint regarding Williams-related issues. A Williams issue concerns deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and/or teacher vacancy or misassignment. This form contains elements required by California Education Code (EC) Section 35186 and California Code of Regulations, Title 5 (5 CCR) sections 4600- 4687. See appendix.

THE VILLAGE CHARTER SCHOOL

OUR MISSION

The Village Charter School is dedicated to providing a quality education in a positive and respectful multi-age environment where world cultures are explored, our connection to nature is honored, and character development is nurtured. Our school is a place where the intellectual, imaginative, and humanitarian promise of each student is cultivated and celebrated in a community that practices mutual respect, embraces diversity, and inspires a passion for learning.

OUR VALUES

- We develop and maintain a diverse school community that fosters respect and cooperation.
- We provide a rich, well-rounded, developmentally and age-appropriate learning environment.
- We guide and stimulate thinking, embrace and nourish feelings, strengthen the body, encourage and accept creativity, and promote environmental and social responsibility.

MULTI-AGE, DEVELOPMENTAL EDUCATION

4

We are committed to a developmental, multi-age learning environment that honors the whole child and meets each individual student's need for academic achievement and real world opportunity. A student's classroom placement is based on their developmental needs and readiness.

Why a multi-age, developmental education?

At Village Charter School, we strongly believe that all students need to be responsible for their learning actions and choices. Therefore, we are committed to providing a multi-age developmental program, as this setting provides the best opportunity to present a child-centered learning environment.

Listed on the following page are some strengths/differences between the instructional presentation of a traditional classroom setting and a multi-age developmental classroom setting.

<i>Traditional Classroom</i>	<i>Multi-age Developmental Classroom</i>
State and district determine the curriculum and assign to grade level.	The curriculum is shared by all grade levels and takes into consideration students' interests.
Subjects are often taught separately and in isolation.	Subjects are integrated and highlight real life settings.
Teachers "cover" material dictated by textbook publishers.	Student needs and interests determine curriculum.
Teachers are the central focus of the classrooms and the keeper of information	Teachers act as facilitators and guide the learning of their students.
Instruction is directed towards mastery and retention of stated objects.	Instruction is designed to develop life skills and individual interests.
Instruction often emphasizes one learning style.	Instruction centers on different learning styles.
Ability grouping and levels is an alternative to whole class instruction	Heterogeneous grouping is emphasized with students supporting students.
Emphasis on whole class instruction minimizes individual differences.	Individual differences are met through small, flexible changing groups.
Children are expected to learn the same curriculum in the same way.	Children are provided the opportunity to learn in a way that meets their learning style.
Heavy emphasis is placed on performance on a standardized test and getting the right answer.	Students are afforded the opportunity to demonstrate their learning through real life application.
Teachers are held responsible for student behavior.	Students are held responsible for their own behavior.
Learning occurs best in quiet, orderly classrooms.	Learning is enhanced by student interaction and movement.
Children work on goals established by the teacher.	Children work on developmentally appropriate goals established by the child, teacher and parent.

LIFE SKILLS

The life skills are integrated into every aspect of our curriculum. Parents are encouraged to reinforce these skills outside of the school setting. This list is just a starting point for the many life skills we work on daily.

Responsibility: Follows through on individual actions without guidance

Flexibility: Is able and willing to change direction

Organization: Is able to plan, arrange, and implement in an orderly way; keeps things orderly and ready to use

Effort: Does his/her best

Perseverance: Is able to continue in some effort or course of action in spite of difficulty or opposition

Problem Solving: Is able to find solutions to everyday problems and difficult situations

Curiosity: Has a desire to investigate and seek understanding of the universe

Self-Worth: Recognizes and acknowledges one's strengths, skills, abilities and attitudes and can be compassionate and forgiving about one's weaknesses

Common Sense: Uses good judgment

Patience: Is able to wait calmly for something or someone

Sense of Humor: Is able to laugh and be playful without harming self or others

Cooperation: Is able to work together toward a common goal or purpose

Integrity: Acts with an awareness of the connectedness between self and the larger whole

Caring: Is able feel and show concern for others

Initiative: Is able to do or think for oneself and to act without having to be asked or directed

Friendship: Is able to make and keep a friend through mutual trust and sharing

CURRICULUM

We know that an integrated curriculum and multicultural education will make a difference in our children's lives and their world. Our curriculum is based in experiential, hands-on activities, open-ended creative play, and an immersion-to-mastery approach. Our classrooms, gardens, and activities integrate mind, body, music and art.

Science: Environmental studies are the cornerstone of our program. Students study ecosystems: how plants, animals, earth and weather all work together to create a sustainable environment. We learn our place in the natural world as members, caretakers and protectors. Students hike, garden, and explore. Our reading and writing programs are integrated with science through poetry, science journals and cooking.

Social Studies: Our multicultural, integrated approach feeds into a rich social studies and history program. Much of our curriculum is drawn from the cultural heritage of the students. Our reading, writing, art, music and cooking programs all take on additional life and meaning as they are inspired and guided by our study of the world and our place in it.

Language: Within our multicultural, integrated curriculum, students learn about languages from all over the world. Students sing songs, count, and learn basic vocabulary from parts of the world they are studying.

Reading: Children explore folklore and mythology from the different cultures they study. The music, social studies and science curricula all help determine the literature studied. It is both original and individualized, while maintaining a high academic standard.

Writing: Our writing program can be described as "roots and wings." In the early grades our roots go deep as students become grounded in fundamental skills, phonemes and sight words in regular spelling activities. Children practice creative spelling while they learn to express their thoughts and ideas. As their skills develop they take wings and soar, practicing many writing styles, including Haiku, free verse, descriptive and expository writing.

Math: Math within the natural world and our environment is integral to our math program. Basic skills like quantity and fractions are reinforced through real world applications like cooking, music and quilting.

Music: Music is intrinsic to our studies. How do we express ourselves in song? How has this been done historically and currently in different cultures? What are people trying to share with the music they create? All children achieve basic music competence, the ability to carry a tune and keep a beat.

Art: Each student's creativity is encouraged and supported while looking at how different people and cultures around the world have chosen to express themselves, and at what these people and cultures have needed to express.

Physical Education: We do not have a traditional PE program. Basic physical skills are taught through outdoor cooperative games with class teachers. Starting in the first grade children learn non-aggressive Aikido. Students learn non-violent conflict resolution skills while developing their skills in this defensive martial art. Children also hike, run, jump, yell and play.

COMMUNITY WIDE BEHAVIOR EXPECTATIONS

It is our expectation that students and adults will treat each other and the school with respect and kindness. **We will not tolerate bullying or violent/aggressive behavior or words.** Our most important values are to be safe and friendly with one another. If you have a question about whether or not something is okay, ask yourself *“Is it safe and friendly?”*

Goals:

- To provide a safe and caring environment for all students to learn and thrive.
- To create a school in which positive, community-building attitudes are active within the student body and community.
- To facilitate behavior expectations in which consequences to inappropriate behavior become an opportunity for reflection, renewal and growth for all students and families.

Code of Conduct:

- Each individual is to show courtesy and respect for everyone. An individual will be warned once before specific corrective measures are taken.
- No hurtful behavior is acceptable—No fighting, hitting, kicking, pushing, spitting, etc.
- No unkind use of words—Name-calling, teasing and bullying have no place in the school and will not be allowed.
- Each individual is to listen and follow the directions and the policies and procedures of VCS.
- Each individual must respect the rights, safety and property of others.
- Each individual does his/her part to keep our school neat and clean, inside and out.
- Each individual is to keep all communications with WFC staff, its visitors or tenants' to cordial pleasantries and direct the need for any additional communication to the VCS office.

STUDENT - YARD RULES AND BEHAVIOR EXPECTATIONS

See appendix for Site Supervision Protocol: A Guideline for Parent Volunteers

We ask that students treat the grounds, equipment and each other with respect and safety. All equipment and materials available to the children have a specific purpose and should be used appropriately. **All school and playground rules are to be followed at all times. This includes before and after school hours, school events, meetings, etc.** Students need to be within sight of an adult supervisor at all times or have adult permission to leave supervision.

- ALL play should **be safe and friendly**. Students must act safely and respectfully towards self and others. Aggressive or violent play, even if agreed upon by the kids involved, is not allowed. For example, tackle football is not allowed. Play can be modified to 2-hand touch.
 - No fighting teasing, threatening or foul language.
 - No pushing, pulling or picking up other students or grabbing their clothes.
 - No poking, hitting, sword fighting, playing guns or running with sticks.
- ALL play and games are to be inclusive of all abilities and ages. For example, if a 1st grader wants to join a soccer game with “the olders”, “the olders” must modify their play so the younger is safe and included.

Equipment:

- Balls are for kicking and throwing in a game, not at each other, the walls or the doors and are to stay on the field or basketball courts. If a ball is out of the confined yard space, please inform an adult. Older children may retrieve balls outside the boundaries only with adult supervision. Adults will retrieve balls for younger children or when they feel it is not safe for a child to go out of bounds.
- Do not throw rocks, sticks, bark or anything else.
- **Jump Ropes:** Jump ropes are for **jumping rope only**. No whipping, horse reins, tug-o-war, tying up other students, or other equipment, etc.
- **Chalk:** Sidewalk chalk is ok to use within designated areas. All artwork and language must be appropriate.
- **Sandbox:** This should be a safe place for quieter, creative play. No throwing sand, rocks or running/chase games.
- **Containers/Bins:** Ball bins are to be kept aside and are for gathering and holding equipment only.
- All equipment is to be brought in at the end of play time.

Boundaries:

The play areas consist of the fenced play yard; lawn, bark and sandbox areas, gardens and the black-top area.

Eating Areas:

- **Tables/Chairs:** No standing, running or jumping on the tables/chairs.
- **Trash:** Students need to pick up their own trash and recycling and put it in the appropriate container.

Clothing:

- Students going outside when it is wet and/or muddy must have appropriate clothing (rain jacket and waterproof shoes or boots and a change of clothing).
- All jackets, lunch boxes and personal items are to be picked up at the end of play time.

End of Play:

- Students must line up and go to class when the bell rings.

Consequences: Verbal reminder, redirection into alternate activity, separation from group or activity or suspension are used as consequences for those who do not follow established procedures and/or do not respond to regular correction requests. At the discretion of the teacher or Director a child may be sent home in order to maintain a safe, orderly and respectful environment.

- 1) Verbal Reminder: Ask the child "Is it safe and friendly? Is there a safer and friendlier way to play?"
- 2) Time out or redirection into an alternate activity.
- 3) Separation from the group or activity: If the child's behavior is disruptive or the child is not responding to verbal reminders or redirection, it may be necessary to ask the child to sit in the school office or another safe location.
- 4) Sent Home: In the event that a child's behavior proves to be unsafe to the students and the teachers, or in the event that the child is unresponsive to the teacher's direction and guidance, the parents will be notified and the child will be sent home (see suspension policy in the Office).

POLICIES & PROCEDURES

ATTENDANCE

At The Village Charter School, we consider “getting to school on time” and your DAILY attendance to be a common gesture of respect towards our community. Not only does it affect us financially, but it is also an indication that you truly share a common value system with us... And that you are modeling that value system for your children. Each absence affects the daily rhythm of your child’s classroom, the teacher’s ability to teach in a cohesive way, and your child’s feeling part of the classroom culture. Please continue to follow our policies around illness, but if your child is not ill please make plans and organize your schedule so that school attendance and being on time is a top priority in your family. Make carpool arrangements, plan appointments outside of school hours, have a backup plan to transport your child if you are unable to do so, and plan trips for already established school holidays.

Tardy/Absences/Tuancy:

Education Code Section 48260 – Any pupil subject to full time education who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is a truant and shall be reported to the attendance supervisor of the superintendent of the school district.

- Students arriving after 8:30 a.m. are to be brought to the office. After signing your child in a staff member will escort him/her to class. **After 8:30 a.m. parents are not to walk students to class.**
- The school should be notified of a child’s absence either by phone or email.
- A Truancy letter will be sent to the home of any child that is habitually tardy and or absent. Chronic tardies or absences will be addressed by the Board of Directors.

DROP OFF & PICK UP

Everyone should use the main parking lot/off of Piner Rd. (Please avoid bus entrance and west parking area.) The small lot is for staff and YMCA use ONLY.

7:30 - 8:15 a.m.: Students are to be signed in to the extended care room. You may accompany your child to his/her classroom cubby to drop things off, but prior to you leaving the campus your child must be left with the extended care director.

8:15 – 8:30 a.m.: Parent Escort - Parents wishing to escort their children to class are to park in the main parking lot and walk to the VCS campus/yard area.

Drop off - If you wish to use our drop off option please pull into the main parking lot where adults will be available to guide your child to the VCS campus. There will be a volunteers and signs at the turn-in location, as well as volunteers at the drop-off site. You can then continue in a circle and leave from the same place you entered. (Please see Map, page 25 in the appendix)

After 8:30 a.m.: Please walk your child to the office. Sign them in, and a staff member will walk them to their classroom.

1:00/3:00 Pick up: Children are to be picked up from their classroom by a parent or guardian. Any student not released to a parent or guardian will be signed into extended care. No child will be dismissed to the yard or parking lot.

NO PARKING AREAS

Observe the NO PARKING areas clearly marked by signs and pavement markings.

SIGN IN/SIGN OUT

Students arriving to school after 8:30 a.m. are to be signed in to the office by parent or guardian. Students leaving the school at any time during the school day prior to dismissal are to be signed out at the office by a parent or guardian. Office staff will walk the student from the classroom to the office. Students are to be signed back in upon return if during the same day and walked to class by office staff.

DISCRIMINATION AND HARASSMENT POLICY

Sexual Harassment of any students or employee by another person is prohibited. Students are directed to report incidents of sexual harassment to an Director or teacher and are advised of their rights, both as a complainant or an accused. All incidents are investigated in a timely manner. An appropriate course of action is implemented for each complaint, which may include on or more of the following:

1. Documenting and investigating the complaint
2. Parent notification
3. A report to police or Child Protective Services as appropriate to a particular incident
4. Student disciplinary actions may include suspension, detention, behavioral contract or recommendation for expulsion.
5. Initial contact with the complainant's parent(s), a letter describing the incidents and containing the Village Charter School Sexual Harassment Policy & Procedures packet and closure that assures that the incident has been handled per policy.

DISCIPLINE PROCEDURES

New Student: The Principal meets with new students to cover school rules.

Beginning of School Year: The Principal reviews rules at the community meeting.

Classroom Review: Each year classroom teachers review the school discipline rules and procedures with all students.

School Wide Reminders: Areas of concern are discussed at the community meeting.

Consequences: Students may be assigned various types of detention, in-house suspension, or suspension.

Time Out: Any student can sit out of class if staff thinks behavior has gone beyond a warning.

SUSPENSION

A teacher may suspend any student from the class for the remainder of a class period, plus an additional or the next class period. A student may be suspended from school for up to five consecutive days at the discretion of the Principal.

A student may be suspended any time if:

- Causes, attempts to cause, or threatens to cause or threatens to cause physical injury to another person.
- Possesses a weapon or any dangerous object.
- Sells provides or unlawfully uses medications or controlled substances.
- Steals, vandalizes, or damages school or personal property.
- Defies the valid authority of school staff.

Suspension and Expulsion

The Village Charter School is established as a drug-free, violence-free community where students and staff work together to develop appropriate rules and guidelines for behavior.

Village Charter School has a comprehensive set of student discipline policies that aligned with current school policies. These policies are posted in the school Parent Handbook and describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his/her parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment.

Any student who engages in repeated violations of the school's behavioral or academic expectations will be required to attend a meeting with the school's staff and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. A school Director may, pursuant to the school's adopted policies, discipline and ultimately suspend or recommend for action by the School Board to expel students who fail to comply with the terms of a remediation agreement.

The Director may immediately suspend students who present an immediate threat to health and safety, and the School Board may expel such students upon a recommendation from the Director.

The school's policies will provide all students with an opportunity for due process in conformance with applicable federal law regarding students with exceptional needs. The school will include suspension and expulsion data in its annual programmatic review report.

If a pupil is expelled or leaves The Village Charter School without graduating or completing the school year for any reason, The Village Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

SHARING A CAMPUS

The Village Charter School & Northwest Prep are in regular communication regarding any events that may impact our school day. VCS will notify parents through the weekly bulletins and follow-up emails as needed, regarding events/activities that impact us and any necessary adjustments that we may need to make. Parents are asked to keep all communications with NWP & SCOE staff, its visitors or tenants' to cordial pleasantries and direct the need for any additional communication to the VCS office.

ILLNESS

When to keep a child at home with illness during cold and flu season:

Sometimes it can be difficult for a parent to decide whether to send children to school when they wake up with symptoms of an illness or complaints that they do not feel well. As we enter into the cold and flu season, please pay close attention to your child's health. Whenever there is an outbreak of a specific contagious infection, the school will send out a notice to alert you to watch out for any symptoms. If your child starts to develop symptoms, it is important that you alert your own health care provider that your child had a possible exposure. Be sure to ask your provider when it is safe for your child to return to school, both for your child's health and for the health of the rest of the school.

If your child develops a fever, runny nose, sneezing, cough, body and muscle aches, please do not send your child to school until he/she does not have a fever, is not taking any medicines to reduce the fever, and is well enough to stay in class all day and learn. Students who have a fever or vomiting are not to return to school a full 24 hours after the fever has broken or the vomiting has stopped. Until then, please allow your child to rest and get better at home.

To help protect your child please remind them to:

- Wash their hands often with soap and water for 20 seconds.
- Avoid touching their eyes, nose and mouth with unwashed hands.
- Avoid kissing, hugging and sharing cups or eating utensils with people who are sick.
- Cover their nose and mouth when coughing or sneezing, using a tissue if possible.

Hand washing with soap and water is the best method for cleaning hands. If soap and water are not available, alcohol based hand sanitizers (60% concentration or greater) may be used. We recommend you supervise your child when using hand sanitizer. If your child is sensitive to hand sanitizer products, please notify the school.

VCS staff reminds students to cover their mouths when coughing and sneezing, throw their tissue in a trash can, wash their hands, and not share any personal items. Areas that students touch frequently will be given additional attention.

The following are a few situations that warrant watching and possibly calling your health care provider:

- Persistent fever greater than 100.4° orally, including a fever that requires control with medication such as Tylenol
- Child is too sleepy or ill from an illness, like vomiting and/or diarrhea
- Cough that makes a child feel uncomfortable or disrupts the class

- Sore throat that is severe along with fever and feeling ill for more than 48 hours, OR after known exposure to a confirmed case of Strep throat infection
- Honey-crusted sores around the nose or mouth or rash on other body parts; OR a rash in various stages including boils, sores and bumps that may be chicken pox; OR a significant rash accompanied by other symptoms of illness such as fever
- Red, runny eyes that distract the child from learning
- Large amount of discolored nasal discharge, especially if accompanied by facial pain or headache
- Severe ear pain or drainage from the ear
- Severe headache, especially if accompanied by fever
- Any condition that you think may be serious or contagious to others.
-

Please remember to notify the school office (not the teacher) via phone or email whenever your child is absent. Giving a specific ailment is helpful in identifying illness outbreaks.

FOOD

Snacks/Lunches: We encourage you to send your child to school with snacks and lunch that are whole foods rather than processed foods. This helps guarantee that preservatives and processes which remove the nutritional value of foods are not present.

- Whenever possible, send the food in recyclable and reusable containers, reducing landfill waste.
- Send as much protein as possible to support brain function.
- Please do not send food high in sugar or with corn syrup.
- Water only.
- If your child brings highly processed food or a sweetened beverage, s/he will be asked to put it away and to save it for the ride home at the end of the day.
- Chewing gum and candy are not allowed.

Food Allergies and Sensitivities: A number of students in the school have dietary restrictions due to allergies and sensitivities. Prior to preparing a special class treat you should check with your child's teacher to find out about any restrictions in the class! Teachers may occasionally provide cooking projects that contain sugar and processed flour (i.e., gingerbread men), but that will be done at the teacher's discretion and they will notify parents of students with dietary restrictions in advance.

Class Treats: For special occasions and birthday treats, please talk to your child's teacher regarding school approved recipes and/or food alternatives.

We also actively support people who have made specific dietary choices. Please communicate any needs you have regarding diet.

Lunch Containers: Lunch containers or thermal bags must have a lid that closes securely. Label your child's reusable containers or bag. **Please do not have media images on lunch containers.**

DRESS CODE

The Village Charter School guidelines for school dress are based on matters relating to health, safety, good school organization and deportment. Safety and cleanliness are important. Items disruptive of the school's learning environment should not be worn.

Clothing: Please send your child to school in clothing that helps support his/her learning. All clothing should be free of images or language that is distracting, violent, drug or alcohol related, aggressive or media based. Shorts and skirts must be fingertip length. No spaghetti strap tank tops or crop tops that expose midriff.

Shoes/Boots: Shoes need to be comfortable, secure and able to take the wear and tear of running, hiking and everyday play. **Please avoid flip-flops or clogs without back straps.**

Rainy Weather Clothing: Everyday our children go outside, rain or shine. Children may get wet and sometimes muddy. It is important that they have appropriate rain gear. Every child should have a hooded rain jacket and rubber boots. There will be a space in every classroom for raingear to be kept at school.

A Change of Clothes Bag: Please send your child to school with a change of clothes bag that includes the following items: pants, shirt, sweater/sweatshirt, underwear, socks, change of shoes, and a plastic bag. Check the change of clothes bag periodically for dirty clothes.

Field Trip Attire: Students are to wear appropriate shoes and clothing for field trips. Long pants (unless otherwise specified), long socks, sturdy shoes or boots, weather and trip appropriate layers, and child-sized backpack. **Parents will be called to pick up their child if their child is not dressed appropriately for the field trip.**

MEDIA

In order to support the work of our teachers to create and maintain an environment that cultivates imagination, wonder and beauty, we ask that you limit your child's exposure to electronic media (i.e. TV, video games, etc.). Our school purposefully avoids media input. We support the use of media for instruction on a very limited basis. As a rule, videos, DVD's and computers are not used in the classroom.

PHONE USE

Calls to home will be made by VCS staff for illness and emergencies. At the discretion of the teacher phone calls will be made for left homework or other items. Students are not to use the school phone at any time to arrange play dates.

CELL PHONES AND ELECTRONIC DEVICES

Cell phones and personal entertainment devices (iPods, electronic toys, etc.) are ***not allowed*** on the school campus. If we find a student with one of these items, we will hold it in the school office and return it to a parent at the end of the day.

CUBBIES

Cubbies are for daily usage, not long-term storage. Please make a point of checking and cleaning out your child's cubby ***on a daily basis***.

LOST AND FOUND

We will maintain a VCS lost and found area. Items left in cubbies or found on campus will be collected and displayed on a regular basis, with anything left being donated. Please make an effort to make sure your child leaves every day with whatever he/she came with. Unclaimed items will be donated at the end of each month.

PERSONAL ITEMS FROM HOME

We ask that toys and other things from home remain at home and that things from school remain at school. VCS is not responsible for lost or damaged items brought from home.

GIFTS

Gifts: for individual students should be shared outside of school hours.

Gifts: in celebration of special occasions to be shared with the entire classroom are to be approved by the teacher beforehand.

Party Invitations: We ask that party invitations ***not*** be given out at school. To avoid classroom disruption and exclusion please find others means of distribution (ie; phone calls, U.S. Mail, email, etc.).

E-MAIL POLICY

With the increasing use of email, social media and texting in our society and with the realization that it is now possible to contact many individuals with the same message by copying and sending we have set our E-mail Policy. The intent of this policy is to reiterate that class e-mail lists are to be used for official school business only. Use of school email lists for commercial interests or any other non-school related business is strictly prohibited. Non-compliance of this request may result in being removed from the official school e-mail lists.

Values: Here are some values to consider when communicating at VCS. These values hold for face-to-face communication, but are even more relevant to consider in electronic communication since so many aspects of communication are non-verbal:

- **Empathy:** Imagine the impact of our words on others. Ask yourself before communicating: “How will others interpret what I am saying?”
- **Truth:** Communicate known facts as distinct from opinions or rumors. If you are stating an opinion, use facts rather than other opinions to support your assessment.
- **Authentic use of emotion:** Emotion is what makes us human. Acknowledge your emotions when communicating rather than letting that emotion drive what is being said or written.
- **Restraint:** Choose what you say to whom based on consideration of its impact and necessity. You can always say more at a later point, but you can’t “unsay” what has been stated.
- **Respect:** Consider the value of another’s dignity and privacy at all times. Remember the Golden Rule!

E-MAIL COMMUNICATION POLICY

- Be aware of the potential impact that goes beyond the scope of the e-mail communication.
- Be mindful of the range of interpretations your communication will produce.
- Say only what you would say to your recipients publicly.
- Show respect always for the dignity of others.
- Maintain the privacy of others whenever possible.
- Forgo e-mail communications during times of conflict and use face-to-face, one-on-one phone contact, meetings with involved parties, and public meetings instead.
- The use of e-mail communication for personal attacks will result in exclusion from all VCS e-mail lists.

VILLAGE CHARTER SCHOOL CHAPERONE GUIDELINES AND REQUIREMENTS

Village Charter School is dedicated to providing a diverse and experiential curriculum for our students. The curriculum typically includes field trips to enhance the educational experience. In order to ensure a safe and controlled environment for our students, Village has adopted the following conditions for chaperones for these events and for classroom volunteers. Our intent is not to be exclusive, but to create structure around the participation of parents, relatives and friends who wish to contribute as classroom volunteers or participate in school sponsored outings, driving and chaperoning during the outings.

FINGERPRINTING/ BACKGROUND CHECK

Any individual who wishes to volunteer in classrooms or participate in curriculum-based outings sponsored by Village Charter School **must have been fingerprinted through the Village Charter School ORI number.** A background check must have been received from the Department of Justice *PRIOR* to volunteering or participation. This is a one-time event that does not need to be renewed by returning families.

Fingerprinting: Fingerprinting fees through TruScan are \$54. TruScan collects \$22, the DOJ application fee is \$32. There is an additional charge for their mobile service.

Participation in community wide functions or festivals *does not* require fingerprinting.

PRINCIPLES OF RESPONSIBILITY

Village Charter School holds very high standards of behavior around our children. Your behavior is a model for our students. If at any time we feel that an individual's behavior is not appropriate or safe, the Board empowers teachers, classroom aides, and office staff with the authority to deny your participation as a volunteer, chaperone or driver. The Board will determine questions of future participation.

FIELD TRIPS AND CURRICULUM BASED EVENTS – EXPECTATIONS

If a child is late for a scheduled departure time (s)he is ***not*** to be brought to the event site independently. The child must be signed in to the office and will be supported in another classroom for the day. There are no exceptions.

Teachers clearly state the proper clothing to be worn and other needs required for outings. If a child shows up unprepared (s)he will not be allowed to attend the field trip and will be supported in another classroom for the day.

When acting in the capacity of a chaperone, driver or a classroom volunteer, at no time shall a sibling of any age be in attendance, unless the sibling is enrolled in the subject classroom.

CHAPERONE GUIDELINES

VCS students go on many field trips during the school year, some by walking and some requiring parent drivers. All students upon enrollment to VCS are to return a consolidated fieldtrip permission form. All drivers/chaperones must have fingerprint clearance through the DOJ (see fingerprinting).

Chaperones:

- Field trips are an addition to classroom instruction for the students not a social gathering for parents.
- Unless leaving the group has been pre-arranged, stay with your students at all times.
- You are an extension of the teacher's eyes and ears. You must assist the teacher in keeping the students respectable and cooperative during the trip.
- You are responsible for the students put in your care or any other student that may need your assistance.

Drivers:

- Autos carrying students must be safe. Perform your own auto inspection; check tire wear and pressure, fluid levels, wipers, turn signals, brake lights and gas prior to any trip. Village Charter School reserves the right to refuse the use of any vehicle that appears unsafe.
- The driver/Chaperone must have copies of the Field Trip Permission/Emergency forms with them at all times. Contact the teacher for copies prior to departure.
- Assure that all children have lunches and water and have been to the bathroom *before* they leave.
- Do not make or answer any cell phone calls or text messages while driving.
- Assist students buckling in and out of your vehicle.
- Car/booster seats are required for students who are under six years of age or under 60 lbs.
- No students may sit in the front passenger seat of a vehicle equipped with front passenger airbags unless they are 12 years of age and parental permission has been received through the office and if the airbags can be disabled.
- In the event of rain, exercise appropriate caution. Allow extra time for braking.
- ***Unscheduled stops are not permitted.***
- Excessive noise can be a distraction. If it is too noisy in the car, please feel free to quiet the students.
- If you are dropping off and picking up only, please be prompt.
- Please **no videos** during the car ride.

Overnights:

- Chaperones will be assigned a group of students for whom they are responsible during the overnight according to a specific schedule. Responsibilities include the students' well-being, safety, proper nutrition and their emotional and physical comfort
- All laws must be followed.
- Siblings are not allowed to attend overnight trips unless a family meal is included in the activities in which case siblings and parents may attend only that portion of the program.

- Chaperones, parents and siblings are required to pay fees according to the rules of the facility.

Swimming: No swimming is allowed on field trips for Village Charter School. Students may be in the water only under the following conditions:

- There is no surf.
- There is no current.
- They may only enter up to their knees.
- They may not swim in the water.
- They must be under the **direct supervision** and **line of sight** of their **teacher**.

Driver's License: All volunteers must supply the school office with a copy of their current valid driver's license.

Auto Insurance: Village Charter School's insurance company requires that all drivers carry a **minimum of \$100,000.00 of Property Damage and \$100,000/person and \$300,000.00/occurrence of Bodily Injury coverage**. We will need a copy of the **declaration page** from your insurance policy demonstrating this coverage. It is also an option to obtain one-day coverage from your insurance company at this level of coverage. Evidence of this coverage must be provided to the school.

Remember to update expired licenses and insurance upon renewal.

IMMUNIZATIONS

Under these statutes, children in California are required to receive certain immunizations in order to attend public and private elementary and secondary schools, child care centers, family day care homes, nursery schools, day nurseries, and developmental centers. Schools, child care centers, and family child care homes are required to enforce immunization requirements, maintain immunization records of all children enrolled, and submit reports.

Exemptions to Immunization Requirements:

The exemptions permitted by California law are:

Medical Exemption

Only a licensed Medical Doctor (MD) or Doctor of Osteopathic Medicine (DO) may provide a medical exemption that states:

- That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated.
- Which vaccines are being exempted.
- Whether the medical exemption is permanent or temporary.
- The expiration date, if the exemption is temporary.

Personal Beliefs Exemption

- Personal belief exemption documentation is no longer available.
- PBE filed before January 1, 2016 is valid until entry into the next grade span (transitional kindergarten through 6th grade).

MEDICATION AT SCHOOL

VCS cannot administer any medication to students without prior parental permission. All medication including inhalers must be brought to the office with instructions on dosage and use if it is to be given during school hours.

TOBACCO AND ALCOHOL

The Village Charter School is an alcohol, tobacco and drug free campus. There are no exceptions to this policy whether or not students are present. Any exceptions to this policy (Gala, adult only fundraisers, etc) will be clearly communicated to the community in advance.

FRAGRANCE-FREE POLICY

Per American Lung Association www.Lung.org • 1-800-LUNG-USA (1-800-586-4872)

A fragrance-free environment helps create a safe and healthy workplace. Fragrances from personal care products, air fresheners, candles and cleaning products have been associated with adversely affecting a

person's health including headaches, upper respiratory symptoms, shortness of breath, and difficulty with concentration. People with allergies and asthma report that certain odors, even in small amounts, can cause asthma symptoms. The Village Charter School will work with building management to ensure that products used to clean the workplace are fragrance-free and follow best practices to limit employee exposure to cleaning chemicals. Village Charter School recognizes the hazards caused by exposure to scented products and cleaning chemicals and we have a policy to provide a fragrance-free environment for all employees, students and visitors to keep a safe and healthy environment. This policy applies to employees, students, parents and visitors of Village Charter School.

Policies

- Village Charter School expects that all classrooms, offices and spaces used by the staff, students and their visitors remain free of scented products.
- Personal care products such as cologne, perfume, aftershave lotions, scented lotions, fragranced hair products and/or similar products are not to be worn at the Village Charter School
- Use of artificial air fresheners and chemically derived candles are prohibited at the Village Charter School
- Use of cleaning products should also be free of fragrances.

VISITORS & VOLUNTEERS

All VCS visitors are to check in and out at the office prior to going to classrooms. Visitors must wear a school badge at all times on campus; these are found in the office by the check-in volunteer sheet.

Former students are welcome to visit VCS with prior approval from the hosting teacher and the Director. Visits are limited in time and activity participation.

PETS

Pets brought for share must first be approved by the classroom teacher. Dogs are to be kept on a short leash at all times and under the control of an adult. Due to liability and fear that some children have we ask that you think twice before bringing a pet on campus.

AFTER SCHOOL ENRICHMENT PROGRAMS

- All school rules apply to students enrolled in after school programs.
- After school programs are open to students of VCS only.
- Age ranges will be determined by the instructor.
- Payments can be dropped off in the school office but are to be made payable to the instructor.
- Students in extended care will be signed out for the program time period.
- Students not picked up at the end of the program will be signed in to extended care.
- There are no makeup dates for missing an afterschool lesson.

ENROLLMENT POLICIES

Village Charter School is an independent public school chartered by the Windsor Unified School District.

Open Enrollment: Open enrollment takes place after the first of the year. Dates for open enrollment will be posted on the school website and in school publications.

Applications: Applications for new students are accepted at any time throughout the year.

Siblings: Siblings applying for enrollment will have priority over other applicants.

Lottery: Whenever the number of applicants exceeds the number of spaces in the class, a lottery will be held.

Waiting List: Students whose applications are not drawn during the lottery or student applications received after the lottery will be placed on a waiting list. The waiting list will be valid for the school year in which the student has applied.

Exit Policy: Parents of students who leave VCS at any time during the school year are asked to put their exit reasons in writing. All extended care payments and the PGP pledge are to be paid at time of exit.

NON-DISCRIMINATORY POLICY

The Village Charter School's programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

Extended Care Policies and Procedures

Program Rules

- Every student with the exception of kindergarteners* on campus 15 minutes after the end of the school day will be signed into the Extended Care program unless the child(ren) is in ***direct supervision (the child is within arm's reach) of a parent/guardian and is in an area of the campus not designated for extended care use.*** *Kindergarten students are signed in at their 1:00 p.m. dismissal.
- ***The Extended Care staff will ring a bell at 1:15 (Wednesdays) and at 3:15 marking the time that all students must be formally signed in to Extended Care. If you choose to stay on campus, we ask that you directly supervise your child(ren) and support the transition of other students in to extended care.***
- ***Please remember that at no time should a child be allowed to wander the campus unattended.***
- The school can only be responsible for supervising children signed into extended care. Please make every effort to supervise your child while on campus.
- Any non VCS children/siblings must be under direct supervision of an adult at all times.
- You must sign your child out of the program every day. Children not signed out by a parent at time of pick up will automatically be signed out by VCS extended care staff at 5:30 p.m.
- Please notify the office by 3:00 if a new person is picking up your child or there is a change to your regular pick up routine. New individuals must show picture I.D. until the Extended Care staff recognizes him/her.
- All school rules and behavior expectations apply to visiting siblings and guests.

Extended Care Fees:

- Hourly rate \$5.00 per hour.
- Materials fee \$50.00 - This onetime fee applies to anyone who uses Extended Care for more than 15 hours during the given school year. Families will be billed once a student reaches 15 hours of use.
- Hourly rate broken down by the $\frac{1}{4}$ hour – regardless of how many minutes into the $\frac{1}{4}$ hour:
(00-15 = .25 hr, 16-30 = .50 hr, 31-45 = .75 hr, 46-00 = 1 hr)
- Kindergarten care time begins at 1:00 p.m.
- 1st – 8th grade care time begins 15 minutes after the end of the school day:
 - ♦ 1:15 on Wednesday
 - ♦ 3:15 on Monday, Tuesday, Thursday, Friday
- Late pick-up fee \$20.00 (for any portion of 15 minutes after 6:00 p.m.)
- Bills are emailed the first week of the month.

- **NON-PAYMENT OF FEES:** After 30 days of non-payment toward your Extended Care balance with no payment attempt or payment arrangements being made your child will not be able to participate in the Extended Care program.
- Payments can be mailed to the school or brought in to the office (Exact cash or check only. Memo: E/C).

Non-Payment of Fees

Your child will not be able to participate in the Extended Care program if, after 30 days of non-payment towards your Extended Care balance, no payment or payment arrangement has been made. We thank you in advance for your prompt attention to any outstanding balances.

VILLAGE CHARTER SCHOOL PAYMENTS

Payments: can be dropped off in the school office.

- **Checks:** Make separate checks payable to VCS with a memo for; Extended Care, PPP, etc. Checks must be separate for bookkeeping purposes.
- **Cash:** Due to required accounting procedures cash is not an ideal payment option. Please pay by check when possible. If this is your only means of payment, please have exact change.
- **Credit Card:** Can be used for PPP payments.

Parent Pledge Program (PPP): We ask for a donation of \$125 per family per month. If you have more than one child attending VCS, please consider giving more.

Fingerprinting: Fingerprinting fees are \$54 through Tru Scan of Santa Rosa and includes the live scan service and DOJ fees. Fees are to be paid to Tru Scan (or the fingerprinting service of your choice) at the time of service.

Enrichment: Additional enrichment opportunities are offered at an optional, additional fee. Fees are paid directly to the vendor. Enrichment classes are subject to change and open to parent feedback.

Extended Care:

- Hourly rate \$5.00 per hour
- Materials fee \$50.00 – this one-time yearly fee applies to anyone who uses E/C for more than 15 hours in the school year.
- Late pick-up fee \$20.00 (for any portion of 15 minutes after 6:00 p.m.)
- Bills are emailed the first week of the month
- **NON-PAYMENT OF FEES:** After 30 days of non-payment toward your Extended Care balance with no payment attempt or payment arrangements being made your child will not be able to participate in the Extended Care program.
- The final payment for the year is due by June 15.
- Sliding scale is available. Please see Rebecca.

APPENDIX

Enrollment in The Village Charter School is a choice to participate in a specific approach to education that requires a strong working partnership between the school and every parent. As partners, we agree that:

THE SCHOOL WILL:

- Provide a safe and positive learning environment and program.
- Treat parents and students respectfully.
- Maintain regular ongoing communication with parents through a weekly school newsletter and written information from your class teacher.
- Inform parents of the progress and activities of the class through letters from the teacher and regular class parent meetings. Parent participation in the activities of the school will be encouraged.
- Provide opportunities for parent education throughout the year.
- Provide time for two parent/teacher conferences per child, per year.
- Provide teachers with professional development and mentoring as needed.
- Encourage open and direct communication, with opportunities for parents to provide feedback and input, and clear protocols for expressing and resolving concerns, disagreements, or conflicts.

THE PARENT WILL:

- Provide a home life for their children that supports the efforts and approach of the school, including a rhythmic daily schedule, adequate sleep, a healthy diet, restricting electronic media exposure, and minimizing stressful circumstances in daily life.
- Read the Parent Handbook and follow the school's policies, procedures, and practices.
- Read the weekly VCS Bulletin and quarterly Village Voices to stay informed and respond as needed.
- Learn about multi-age education to understand and be able to support the approach.
- Ensure regular and punctual daily attendance by their children.
- Monitor and support their children's adherence to the school's dress and behavior expectations.
- Attend regularly scheduled parent meetings and individual parent/teacher conferences.
- Participate in (volunteer) activities for the school using the guideline set forth in the Parent Participation Requirements. (See VCS Handbook for details)

- Participate in our Parent Giving Program to the degree they are financially able, so that the school can continue to provide an enriching educational experience for all students. (page 25-26 of the VCS Handbook)
- Treat teachers and staff respectfully.
- Communicate concerns or conflicts quickly and directly to the appropriate person; follow the established procedures for healthy resolutions of disagreement or conflict.
- Refrain from using private emails and/or social media to discuss school related conflicts.
- Keep all communications with POUUSD employees, Northwest Prep staff, SCOE staff, YMCA staff, their students and visitors to cordial pleasantries and direct the need for any additional communication to the VCS office.

The _____ family agrees to The VCS School & Parent Partnership Agreement.

Print parent name: _____

Parent signature _____ Date _____

THANK YOU FOR SUPPORTING YOUR SCHOOL!

SITE SUPERVISION PROTOCOL: A GUIDELINE FOR PARENT VOLUNTEERS & STAFF

Other than for telling time or for first aid emergencies, cell phone use is prohibited.

As a support to the community, anytime you're on site, please help attend to our children.

Using and naming the life skills are the foundation for all school community interactions (adult-adult, adult-child, and child-child). Children's behavior improves when they know that they're being actively supervised. This requires roaming, listening to interactions, and intervening using life skills.

- All games must be safe and friendly.

Take initiative and communicate with other yard supervisors to ensure that all areas on the playground are covered. If coverage is sufficient, engage with groups of children for non-competitive games and play.

- Introduce yourself to the students.
- Game Ideas: Hopscotch, jump rope, tag, fairy garden trip, skills course etc.
- Please understand this time is not an opportunity for personal conversations, but an opportunity to practice responsible supervision for the good of the children.

In play, you are the role model. This is crucial in how children learn to use life skills language.

- Example: "I noticed you were practicing friendship when you invited us to play"

Playground

- All play must be safe and friendly – Aggressive play such as killing or that which could cause harm should be redirected to a more safe and friendly game.
- Children must be in view by at least one adult supervisor at all times
- Whenever possible, play and games are to be inclusive of all abilities and ages.

Equipment: All equipment must be used for the purpose intended. Ex. Jump ropes are for jumping rope only. Balls are for kicking, throwing, and bouncing. Hula hoops are for well...you know. Cones are for marking games or spaces.

Sandbox: This is a safe place for quieter, creative play. No throwing sand period. If a child is throwing sand (even at the wall), he/she must leave the sand area.

Group Games: The kids love to play group games with facilitation. You are encouraged to set these up whenever possible.

Bathrooms

- Children must ask to go and must check in when they return!
- Always ask staff on duty about whether supervision is needed for specific children.

End of Play: When it is time for children to go back to class, encourage children to practice care, organization, and responsibility by gathering equipment, clothing, lunchboxes, and personal items.

Safety Concerns: Parents and staff should follow up with the child's teacher or Director if there are ongoing safety questions or concerns.

Communication: Keep all communications with NWP, SCOE staff and students to cordial pleasantries and direct the need for any additional communication to the VCS office.

We are asking you to uphold this level of integrity in using your life skills whether in the classroom, playground, parking lot, field trips, etc.

The Village Charter School Williams Uniform Complaint Form

The Williams Complaint Form is for local educational agencies (LEAs) to make available to anyone, especially parents, guardians, pupils and/or teachers, who wants to file a complaint regarding Williams-related issues. A Williams issue concerns deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and/or teacher vacancy or misassignment. This form contains elements required by California Education Code (EC) Section 35186 and California Code of Regulations, Title 5 (5 CCR) sections 4600- 4687.

California Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response, you must provide the following contact information.

Response requested: ☐ Yes ☐ No

Name (Optional): _____

Mailing Address
(Optional): _____

Phone Number
(Optional): _____

Issue of Complaint (please check all that apply):

1. Textbooks and Instructional Materials

☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.

☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.

☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage. A pupil was provided photocopied sheets from

only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

🍏 Condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate. A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers

🍏 The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

🍏 Teacher Vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)

🍏 Teacher Misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.

🍏 Teacher Misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____

Location of problem: School name _____

Address: _____

Room number: _____

Course or Grade Level and Teacher Name: _____

Describe specific nature of the complaint in detail. You may include as much text as necessary (please use additional pages):

Please file this complaint with the principal of the school or his/her designee in which the complaint occurred.

Location:

Title of Office:

Address:

A complaint about problems beyond the authority of the principal shall be forwarded within 10 working days to the appropriate school district official for resolution.