

Charter for the Establishment of the



A California Public Charter School

*Approved for five year renewal on
February 7, 2018 by the*

Rocklin Unified School District

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“Table of Contents of Legal Requirements”:

This charter has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” (see <http://www.cde.ca.gov/sp/sc/re/csabout.asp>) and goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this “Table of Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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School Board Resolution:

Renewal of the Maria Montessori Charter Academy Charter

A California Public Charter School

*Whereas the **Rocklin Unified** School District received a valid charter renewal petition on [FILL IN], duly signed by authorized teachers and parents and submitted pursuant to Education Code Section 47605, and*

*Whereas the **Rocklin Unified** School District, after holding a public hearing on [FILL IN] and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter renewal petition;*

*Resolved that the **Rocklin Unified** School District hereby approves and grants this charter petition renewal by a vote of ___ to ___ on [FILL IN] for a term of five years.*

*Be it further resolved that this charter constitutes a binding contract upon the Rocklin Unified School District Board of Education and the **Maria Montessori Charter Academy**.*

Witnessed:

_____ (name)
Rocklin Unified School District Board of Education

School Location

This charter authorizes the operation of the Maria Montessori Charter Academy, a charter which shall operate at within the geographic boundaries of the Rocklin Unified School District, as authorized pursuant to Education Code Section 47605.

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

California Education Code Section 47601(a)-(g)

In reviewing petitions for the establishment of charter schools the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Brent Boothby, on behalf of the Maria Montessori Charter Academy, hereby certify that the information submitted in this application for the renewal of the **Maria Montessori Charter Academy charter**, which is located within the boundaries of the **Rocklin 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 the charter is renewed, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Maria Montessori Charter Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Maria Montessori Charter Academy, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- 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)(c)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the 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. [Ref. California Education Code Section 47605(d)(3)]

- Will follow any and all other federal, state, and local laws and regulations that apply to the Maria Montessori Charter Academy including but not limited to:
 - The Maria Montessori Charter Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The Maria Montessori Charter Academy shall on a regular basis consult with its parents and teachers regarding the Maria Montessori Charter Academy's education programs.
 - The Maria Montessori Charter Academy shall comply with any jurisdictional limitations to locations of its facilities.
 - The Maria Montessori Charter Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The Maria Montessori Charter Academy shall comply with all applicable portions of the No Child Left Behind Act.
 - The Maria Montessori Charter Academy shall comply with the Public Records Act.
 - The Maria Montessori Charter Academy shall comply with the Family Educational Rights and Privacy Act.
 - The Maria Montessori Charter Academy shall meet or exceed the legally required minimum of school days.



November 15, 2017

Brent Boothby, Lead Petitioner

Date

Executive Summary / Introduction of Application ¹

This is an application to renew Maria Montessori Charter Academy's charter within the Rocklin Unified School District.

The Maria Montessori Charter Academy ("M.M.C.A.") is a non-profit, public benefit corporation that operates both a private preschool and a public K-8th grade elementary school in Rocklin, California. The school integrates the Montessori methodologies within the accountability and framework of the California state standards. This integration includes emphasizing individualized work plans, small ability-based groups for language arts and mathematics, multi-age classrooms, low student-teacher ratios (17:1 or less), manipulative-based learning materials, and an overall emphasis on developing the "whole child."

Originally sponsored in 2000 by the Twin Ridges Elementary School District, M.M.C.A. will be starting its eleventh year of operations as a Rocklin Unified-based charter in 2018. The school has approximately 280 students for the 2017-2018 school year and has a collective K-8th grade waiting list of approximately 286 students.

Located within Rocklin with a plurality of Rocklin students, the school's population is also drawn from several surrounding communities. There are approximately 12 school districts within 20 miles of M.M.C.A.'s current location, and M.M.C.A. has students from each of these districts. As evidenced by the school's Title I funding, M.M.C.A.'s student population is socio-economically diverse as well, with approximately 25% of the student population Free and Reduced Lunch eligible.

The "most important factor in determining whether to grant a charter renewal is "increases in pupil academic achievement for all groups of pupils served by the charter school." Since it's last charter renewal, M.M.C.A.'s academic performance has been outstanding.

- M.M.C.A.'s 3 year average API score is 861;
- M.M.C.A.'s most recent API score was 879; and
- M.M.C.A.'s decile ranking was an '8'

Additionally, M.M.C.A. was either 'blue', 'green' or 'met' on all of the elements of the School Dashboard Accountability Report and had arguably the best placements in the region for the State Five by Five reports (more detailed performance data available in the "Methods to assess pupil outcomes" section of the renewal petition).

M.M.C.A. is fiscally sound. In the nine years that M.M.C.A.'s charter has been sponsored by R.U.S.D., the organization has received completely clean audits each year.

The charter included within this application was originally approved and renewed by the Twin Ridges School District three times. In 2008, it was updated to reflect mutually negotiated language with Rocklin Unified School District leadership and the change in organizational structure from being a "dependent" (government entity) charter school to an "independent" (non-profit) charter school. This will be R.U.S.D.'s second renewal of our charter. The appendices included are intended as support documentation for the Board's information.

¹ For more information about MMCA, please visit the school's website, <http://www.mmcharter.org>.

I. Founding Group, current leadership group

The original founding group of the Maria Montessori Charter Academy with Rocklin Unified School District in 2008 was:

- Lead petitioner Brent Boothby, M.M.C.A. Executive Director;
- The 2007-2008 staff of the M.M.C.A., which included 16 classroom teachers, an intervention teacher, a Business Manager, an Office Manager and 3 part-time instructional aides;
- The Charter Governance Council at the time, including:
 - > President: Tracy Estridge
 - > Vice President: Bill Scott
 - > Secretary: Bruce Houdesheldt
 - > Treasurer: Jennifer Tarabochia
 - > Members at large: Sarah Lynch, Hadley Grow, Shelley Ann Marsh, Laura Crouch, Diane Bryant and Banetta Bacchi

For this renewal petition, the current leadership group includes:

- Lead petitioner Brent Boothby, M.M.C.A. Executive Director;
- The 2017-2018 staff of the M.M.C.A., which includes 1 classroom teachers, an intervention teacher, an RSP teacher, 3 preschool teachers, a Business Manager, an Office Manager, School Secretary and several classified support staff;
- The 2017 M.M.C.A. Board of Directors, including:
 - > President: Julie Moeller
 - > Vice President: Chris Ward
 - > Communications Officer: Cindy Hanna
 - > Fiscal Officer: Angela Wimsatt
 - > Members at large: Adrienne Garcia, Carol Royal, Kat Turner, Brett Keller, Tom Loschiavo and Malena Madrigal
- The 2018 M.M.C.A. Board of Directors includes:

Chris Ward	President
Malena Madrigal	Vice President
Angela Wimsatt	Treasurer
Cindy Hanna	Communications
Adrienne Garcia	Teacher Representative
Carol Royal	Teacher Representative
Brett Kirkpatrick	Member
Kat Turner	Member
Tom Loschiavo	Member
Janine Allwright	Member

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

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

(ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

A. Introduction to Educational Philosophy and Program

Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Montessori believed that the role of the adults in a child’s education is to provide an appropriate environment, complete with tools and methods, to facilitate his own discovery of knowledge and skills at the time when it has the most impact for him as an individual. This system has a foundation in trust and respect of the individual and the result is children who soar beyond traditional expectations. Advanced children are continually challenged. Remedial children, or those developing at a different rate, get a solid foundation at their own pace, and all work on a time-line that is right for them.

Montessori methods were initially developed in the early 1900’s for disadvantaged students who were at that time considered mentally retarded. Dr. Maria Montessori’s students, using the child centered approach she had created through scientific observation, soon scored at grade level with other “normal” students. Her program was quickly moved into the general population with amazing success. The spread of Dr. Montessori’s methods in the United States have been focused, predominately, at younger children. Private elementary Montessori schools are frequently unavailable or have extensive waiting lists. Students from Montessori Children’s Houses (age 2 ½-6) typically enter the public school system academically ahead of their non-Montessori peers (most especially in reading) and are working in a more independent, self-directed, organized fashion.

They have a positive feeling toward “their work” and take ownership in their daily tasks and accomplishments. This approach results in yearly assessments that may appear uneven, but at the conclusion of the 3-year term, achievement matches, and often exceeds, expected outcomes. Most importantly, the child has developed self-discipline, shows initiative, and accepts responsibility for his own progress: He loves learning and considers it “his work”. He knows how to “teach” himself, and so has become a life-long learner with the utmost confidence in his abilities. Recent trends in educational reform have targeted certain population groups—socio-economically disadvantaged students, special needs students, minority students who speak English as a second language, to name a few. While these students, as well as those identified as “gifted”, receive special programs and help, the average student must fit into a teacher-directed system that may or may not match his developmental stages and learning style, capitalize on his strengths, or promote his natural interest and joy in discovery.

While recognizing that the traditional system has met the educational needs of many, the option of a school where students work in multi-age classrooms with individual learning plans using proven

methods and materials which are progressive, and frequently self-correcting, can be a great benefit to students in any community. It is worth noting that since MMCA's inception in 2000, there have been more than a dozen public Montessori schools (both charter and magnet) that have started in the greater Sacramento area.

B. Mission Statement and Core Values

a. Mission Statement

The mission of the Maria Montessori Charter Academy ("M.M.C.A.") is to provide a Montessori based educational environment which has the tools, programs, resources and support to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

This is achieved through a heavy commitment from the village: parents, teachers, community groups, the legislature and, most importantly, the individual child, and is grounded in a philosophy of trust in individuals to seek their own highest levels.

b. Core Values

- Internationally high academic standards and expectations of achievement with emphasis on CORE subjects
- Small total school population and mixed age classrooms
- Creative, passionate, progressive teachers who are committed to Montessori philosophy
- Responsibility, accountability, and freedom for individual progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering Standards of Conduct:
 - Respect: Seeking ones share of the workload
 - Honesty: Balancing individual and group needs
 - Courtesy: Exceptional manners
- Emphasis on collaboration, peer governance, problem solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

C. Educational Program Description

a. Whom the Academy Seeks to Educate

The Academy will be a public charter elementary school (K-8) located in South Placer County. As such, it will offer an open enrollment policy. However, the Academy will be particularly interested in attracting students who hold the following characteristics:

1. The interest and motivation to be educated in the Montessori approach.
2. The ability and capability to work independently.

3. The propensity to be self-motivated in learning and achievement.

b. Model of the Educated Person

The Academy holds that an educated person is well rounded and balanced. This individual is able to use his intellect as well as his body to its fullest. He is an empathetic, collaborative member of a community yet is motivated to set and achieve goals for himself. He demonstrates proactive empathy towards others and seeks respectful and productive interactions with all he meets. He views himself as a global citizen who is empowered, and responsible, for making positive changes in the world and his immediate environment. He seeks spiritual understanding and peace for himself, and appreciates and protects the right of others to do likewise. He develops personal habits leading to a healthy lifestyle which includes balancing leisure, work, family, and community.

As a SCHOLAR, he is proficient in math, science, social studies, languages and the arts. As a member of the global community, he is proficient in at least one language in addition to English.

As a HEALTHY PHYSICAL BEING, he is knowledgeable of and practices good nutrition, safety, and a healthy lifestyle. He develops habits of physical challenge in ways that provide pleasure, stress release, and fitness.

As a COMMUNITY MEMBER, he is able to collaborate with others, cooperate on projects, and manage and resolve conflicts. He is motivated and ready to provide meaningful service to others and makes significant contributions with his developed talents.

As a CITIZEN OF THE WORLD, he understands the basis of our constitutional democracy, the rights and responsibilities of all, and stays informed on important political, social, and environmental issues. He is informed regarding other political, social and cultural systems and seeks to understand and co-exist peacefully.

As a SPIRITUAL BEING, he feels a connection with all of life and desires to live in harmony with nature. This means that every act of carelessness, selfishness, indifference, hatred and violence toward nature or toward other human beings is actually an act against himself, his family, and his culture. He seeks the highest of human virtues, such as love, caring, generosity, responsibility for actions, forgiveness, compassion and openness to one another. This leads to sharing rather than accumulating, to cooperation rather than competition, and to peace rather than violence.

As a MEMBER OF AN INCREASINGLY TECHNICAL AND INFORMATION BASED WORLD, he is competent and comfortable using a wide variety of technology as an integral part of his life and is open to embracing new alternatives as they become available.

c. Development of Self-Motivated, Competent, and Life-long Learners

The Academy is committed to the development of self-motivated, competent, life-long learners. The Montessori curriculum is designed to promote individual initiative, critical thinking, self-reliance, intra and interpersonal awareness and community involvement. Dr. Montessori's methods are based on her scientific studies of how learning best occurs. Specific methods for encouraging self-motivated learning include:

- Multi-age, skill/readiness-based class groupings
- Interdisciplinary, project based learning
- Individualized lessons and learning in small group settings
- Use of a prepared environment and hands-on materials which are progressive in complexity and often self-correcting
- A flexible time-line which allows introduction of new material when it is most impactful to the individual
- Individual Learning Plans
- Low student-to-teacher ratios

d. Learning Occurs Best When:

- Students are actively engaged in meaningful tasks
- A connection is made between what students learn and the real world in which they live
- Individual plans and support are an intrinsic parts of the educational program
- Students have some choice in the structure of their own projects and plans
- Work is accomplished individually and as members of a group
- Activities are integrated and meaningful
- Work is developmentally appropriate, leads to success, and is progressively complex
- Meaning is constructed from experiences
- Students are encouraged and expected to learn
- Coaches, mentors, family, and advocates support the learners
- Students are encouraged to help others learn and to learn from others

e. Academic Habits

Clear expectations of how learning is approached in the classroom as well as the cultivation of useful habits serve the child in his lifelong quest for knowledge, long after graduation from the Academy. The following are some of the habits encouraged in the pursuit of learning.

- Curiosity
- Clear oral and written communication
- Creative thinking
- Logical thinking toward well informed conclusions
- Use of technology
- Adapting readily and responsively to new situations and information
- Using effective problem solving
- Finding, selecting, evaluating, organizing and using information from various sources
- Seeking alternative, and contrary, perspectives
- Making connections among various disciplines of thought
- Evaluating the reliability of information from video, audio, and printed sources, including advertising, the media, and the Internet.
- Making well-reasoned, supportable decisions

f. Personal Habits and Attitudes

- Courtesy, good manners and respect
- Honesty and fairness
- Accepting responsibility for personal decisions and actions
- A healthy lifestyle
- Empathy for others and respect for differences among people and cultures
- Concentration and perseverance
- Making and keeping commitments
- Self confidence and a willingness to make mistakes in order to learn
- Seeking a fair share of the workload
- Working cooperatively with others including: listening, sharing opinions, negotiating, compromising, helping the group reach consensus and taking a stand.
- Seeking and utilizing various personal adaptive techniques for handling frustration, setbacks or other barriers to reaching goals

D. Program Design

M.M.C.A. is a **site-based** program. Students are expected to attend school daily. Core instruction will take place between 8:30 AM and 3:10 PM. Additional support and learning opportunities may happen before 8:00 AM, between 3:10 PM and 6:00 PM and on weekends.

The environment will be **small and personalized**. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. M.M.C.A. will provide these opportunities to its students and faculty through its small size (approximately 300 students) and small classes (student to teacher ratio of 17:1 or less).

a. Implementation of Educational Program / Curriculum

M.M.C.A. will be a “hybrid” public elementary school, in that it will combine elements of the traditionally private Montessori methodology within the accountability and framework of the California State Standards. The ultimate philosophical goal of our program is to develop independent students with superior time management skills. Characteristics of this hybrid model include:

1. Pedagogy (teaching methods)

- a. *Differentiated Instruction*
- b. *Interdisciplinary Curriculum*
- c. *Project and experiential-based instruction*
- d. *Integrated technology*

2. Curriculum

M.M.C.A.’s curriculum includes a combination of Montessori-based materials and manipulatives with traditional “regular public school” materials. *Some examples of the curricular programs we use include:*

ELA Curriculum:

- Traditional Montessori scope and sequenced Language materials;*
- EPS Phonics;*
- StarFall;*

- Wordly Wise Vocabulary;*
- SIPS, LindaMood Bell and Read Naturally for reading intervention;*
- Step Up to Writing;*
- Evan Moor Spelling;*
- Spellingclassroom.com;*
- Scootpad ELA; and*
- Literature-group novel-based instruction*

MATH Curriculum:

- Traditional Montessori scope and sequenced Math materials;*
- Singapore Math;*
- Scootpad Math; and*
- MathScore.com*

Social Studies Curriculum:

- Traditional Montessori scope and sequenced History and Geography materials;*
- E-Studies weekly; and*
- TCI Alive*

Science Curriculum:

- Traditional Montessori scope and sequenced Science materials;*
- E-Studies weekly;*
- Glencoe Science Series*

Character Education: Safe and Caring Schools

Physical Education: Tandalay

VAPA:

- Drawing, painting and sculpting via our Art Docent Program;*
- Performing Arts, including drama, singing, and dance*
- Music, mainly Ukuleles, with some rhythm sticks and recorders*

Teen CERT (Community Emergency Response Training Program from F.E.M.A.)

Robotics

Spanish Docent

Garden Docent

Computer Fluency (learning.com, Google Classroom, etc.)

3. Professional Development

- a. *Montessori training*
- b. *Mentor teachers for new staff*
- c. *Attendance at conferences where appropriate*

E. Academically Low Achieving Students

At M.M.C.A., low-achieving students are those who perform at or below a “near standard” level on California State Standards Exams. At-risk students are those who perform “below standard” on California Standards Exams. Students from either of these groups may or may not qualify for special education services.

The entire structure of M.M.C.A.’s program, curriculum and instructional strategies as described above maximizes the learning opportunities of low-achieving and at-risk students. Low-achieving and at-risk students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum. Additionally, these students are provided with the following additional supports:

- a. Each student’s progress is regularly monitored by his/her teacher(s);
- b. Student work plans are modified based on individual student needs; and
- c. Additional instruction time with M.M.C.A.’s Intervention Teacher

F. Student Success Teams

M.M.C.A. is committed to working with students who are achieving below grade level to help them achieve at expected levels; and to those students who are performing above grade level and needing additional challenge. M.M.C.A. 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.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The 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. A 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.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

MMCA’s 12 SST meeting steps shall include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions

10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST. MMCA Special Education staff will be a part of every SST team, and will handle all evaluations and determinations regarding any possible special education placement.

G. Academically High-Achieving Students

All students at MMCA are given lessons and work based on their abilities in all Language Arts-related and Mathematic subject areas, thus students who are capable of working significantly above their grade level are given that opportunity. In addition, enrichment activities in the non Language Arts and Mathematics-based subject areas are also developed for high achieving students.

A. English Language Learners

MMCA will serve English Language Learners (“ELL”) at the school site through a sheltered English immersion program. Under this program, the ELL student is enrolled in a regular class and receives supplementary instruction in order to learn English. MMCA will comply with all applicable federal law in regard to services and the education of ELL students, including insuring that any identified ELL student is placed within a CLAD certified teacher’s classroom. M.M.C.A. will develop, implement and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum, these policies and procedures shall ensure the following:

- The school will identify students who need assistance through the use of a home language survey and mandatory CELDT testing (or equivalent test) as required by law.
- The school will develop a program, which in the view of experts in the field, has a reasonable chance of success.
- The school will ensure that necessary, appropriately credentialed staff, curricular materials, and facilities are in place and used properly.
- The school will develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and assess the success of the program and modify it where needed.

B. Special Education

Per the terms of the M.M.C.A. – R.U.S.D. Litigation settlement of 2015, M.M.C.A. joined the Placer County S.E.L.P.A. as an independent school and service provider. M.M.C.A. is now a voting member of the Placer County S.E.L.P.A. and as a condition of becoming a voting member we agreed to follow all of the S.E.L.P.A.’s rules and procedures as applicable to charter schools. Per this membership, the M.M.C.A. Board of Directors adopted the following policy S.E.L.P.A. approved policy regarding Special Education:

M.M.C.A. Board Policy: Comprehensive Local Plan For Special Education

As a member of the Placer County Special Education Local Plan Area, the M.M.C.A. Governing Board desires to provide a free and appropriate public education to all individuals with disabilities enrolled at M.M.C.A.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303).

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, M.M.C.A. will participate as a member of the Special Education Local Plan Area (SELPA). The Executive Director or designee shall extend the district's full cooperation to the SELPA.

The policies and procedures of the SELPA shall be applied as policies and regulations of M.M.C.A., with the exception of those that apply to complaints, unless the local plan specifically authorizes M.M.C.A. to operate under its own policies and regulations. The SELPA will administer the local plan for special education and administer the allocation of funds.

Additionally, the school will comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), including any necessary accommodations or modifications necessary for state testing, the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Act ("IDEA").

M.M.C.A. pledges to work in cooperation with the Rocklin Unified School District, other local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs enrolled at M.M.C.A. in accordance with the Individuals with Disabilities in Education Act (IDEA). Consistent with the IDEA and Education Code §47641 (b), M.M.C.A. is local educational agency and independent member of the Placer County S.E.L.P.A., pursuant to Education Code §47641 (a).

Child-find Obligations:

- a. M.M.C.A. agrees to adhere to all policies, procedures, and requirements of the SELPA and the Local Plan for Special Education.
- b. Any student who may qualify for special education services shall be referred to MMCA Special Education staff for evaluation. The MMCA staff and parents will convene a Student Study Team meeting to consider special education assessment. If the resulting evaluation establishes that the student is eligible for special education services, such services will be provided by MMCA. The MMCA shall be responsible for having the designated representative(s) in attendance at IEP meetings.

Local Control Accountability Plan

M.M.C.A. will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each

subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element 2: Measurable Student Outcomes for the schoolwide goals for relevant sub-groups and corresponding assessments. M.M.C.A. will comply with all elements of the Local Control Accountability Plan pursuant to regulations adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

III. MEASUREABLE STUDENT OUTCOMES

*"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Cal. Ed. Code § 47605(b)(5)(B).
-California Education Code Section 47605(b)(5)(B)*

All students will experience a common core of learning that fulfills M.M.C.A.'s mission. The purpose of the Charter is to facilitate the student's achievement of the following outcomes. The Montessori curriculum is integrated. Core academic subjects are presented to students throughout all daily activities, embracing many perspectives to result in thorough comprehension.

A. Core Academic Skills - Appropriate age or grade level mastery of:

1. World History

Students will demonstrate and apply society's historical, geographical, and cultural knowledge in order to serve as global citizens in today's world.

2. Language Development

Students will be strong comprehensive readers. They will develop strong speaking and debating skills. Grammar, writing, and vocabulary enrichment will be demonstrated in many forms of expression.

3. Mathematics

Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts including those within arithmetic, algebra and geometry. They will practice critical thinking, problem solving and knowledge application skills.

4. Science

Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlining various branches of science which may include physical and earth, botany, zoology, physics, chemistry, and ecology.

5. Second Language

Students will gain exposure to speaking, reading, writing, and listening comprehension of at least one second language offered by the Academy in addition to English. Students will understand certain aspects of the origin and culture, both past and present, of the second language.

6. Artistic Expression

Students will apply and appreciate the many forms of artistic expression. Utilizing paints, sculpting materials, music, dance and drama, students will demonstrate historical aspects of the arts while discovering personal talents.

7. Health Education

Students will demonstrate development of the whole person; physically, emotionally, spiritually and intellectually. By applying physical activities, nutrition awareness, safety, and self-exploration practices to their daily routines, students will learn to balance and manage work, leisure, family and community.

B. Life-Long Learning Skills

It is the goal of M.M.C.A. that students will develop skills that will enable them to pursue their own path of learning throughout their adult lives. These include:

1. Self Confidence and a Positive Attitude Towards Learning

Tasks are designed so that each step of learning is based upon what the child has already mastered, thus removing the negative experience of frequent failure. Repeated work with tasks, which are developmentally appropriate, and a carefully planned series of success, builds inner confidence in the child developing a positive attitude towards future learning.

2. Abiding Curiosity

Students are provided with opportunities to discover qualities, dimensions, and relationships among a rich variety of learning situations, curiosity is stimulated and an essential element in creative learning is established. A deep, persistent, and abiding curiosity is a prerequisite for future learning and education.

3. Initiative and Persistence

Students are surrounded by developmentally appropriate materials and activities accustomed to engaging in activities on their own. Gradually, this results in a habit of initiative – an essential quality in leadership. "Ground Rules" in the classroom call for completing a task once begun. This "completion expectation" gradually results in a habit of persistence.

4. Reflection and Evaluation

Multi-age classrooms are designed to facilitate peer learning and self-reflection in an environment where observation happens naturally. The security created allows for evaluation of self and peers' learning.

C. Social / Interpersonal Skills

The multi-age groupings create a sense of community within the classroom. This community develops avenues for students to build the following skills:

1. Citizenship

This community setting forms a sense of 'belonging'. From this belonging students can identify personal placement in the functioning of this group.

2. Collaboration

The ability to work effectively with others in intellectual endeavors, and to work cooperatively in groups encountering diverse perspectives, is addressed in the Montessori classroom on a daily basis.

3. Conflict Resolution

Conflict resolution techniques are learned and practiced effectively in the classroom and within the overall school environment by engaging in the process of responsible, compassionate peer relations, guided by respect. The strong community member skills mastered in the classroom will be expanded into a sense of belonging throughout the school as a whole through inter-classroom collaborative projects. Other projects will be community-outreach based and teach awareness and understanding of the school's place in the community. Applying this awareness and these skills will develop productive citizens of today's world.

D. Measurable "L.C.A.P." Goals of the M.M.C.A. Educational Program

M.M.C.A. has clearly defined schoolwide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

M.M.C.A. will pursue the following schoolwide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the [selected assessment(s)], as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school.

For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

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

As a part of the L.C.A.P. process, the M.M.C.A. Board of Directors commits to developing multi-year L.C.A.P. plans for strategic purposes. The ultimate goal of the L.C.A.P. is to support the Mission and Vision of the school and the charter document. L.C.A.P.'s are intended as 'living' documents with annual updates that can be changed frequently at the M.M.C.A. Board's discretion.

The L.C.A.P. shall not be deemed part of the charter, and therefore, annual amendments to the L.C.A.P. shall not be considered a "material revision to the charter" as defined by Section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.

As the State continues to finalize new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, M.M.C.A. will work to ensure that it creates and updates its plans and goals accordingly.

The following chart delineates M.M.C.A.'s school-wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program

operated, by M.M.C.A., the methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Cal. Ed. Code Section 52060(d).

Achievement Goal #1 – Basic Services

The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119), and school facilities are maintained in good repair (E.C. 17002(d)).

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<p>Goal 1A: Teacher Qualifications</p> <p>All teaching candidates screened for employment will hold a valid CA Teacher Credential with appropriate English Learner authorization (or be allowed to teach using an approved internship)</p>	<p>Credential verification with CTC</p>	<p>Executive Director Business Manager</p>
<p>Goal 1B: Standards-aligned instructional materials</p> <p>Instructional materials and curriculum, including Montessori materials, will be aligned to CA Common Core Standards</p>	<p>The Executive Director will review all instructional materials, including Montessori materials, before purchase and will complete an annual audit of the materials in the classroom and will replace items that are in disrepair or missing.</p>	<p>Executive Director</p>
<p>Goal 1C: School Facilities are Maintained in Good Repair</p> <p>Facilities will be clean and well-maintained to ensure learning as a priority; MMCA will promote the safety and security of the school.</p>	<p>Custodial & Grounds staff will monitor the cleanliness and safety of the school.</p>	<p>Lead Custodian and Groundskeeper</p>

Achievement Goal #2 – Implementation of Common Core State Standards

MMCA 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

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<p>Goal 2A: CCSS Implementation</p> <p>The Executive Director will work with the teaching team to review and update the curriculum alignment, as</p>	<p>The curriculum plans will be fully aligned with the CA CCSS. Professional development agendas and participation rosters will be documented.</p>	<p>Executive Director Instructional Staff</p>

necessary, and identify elements of CA CCSS to guide professional development / trainings.		
<p>Goal 2B: – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE</p> <p>Teachers with CLAD certifications will utilize Montessori and ‘traditional’ materials, within both individual and small group settings, to ensure that English Language Learners will understand the academic content in a concrete manner.</p>	EL student performance on the CAASPP statewide assessments; CELDT Assessments; teacher assessments; classroom-based progress reports and report cards	Intervention Teacher / CELDT Coordinator
<p>Goal 2B: – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY</p> <p>English Language Learner’s individual work plans will reflect the student being mainstreamed into their classroom, receiving instruction in individual and small group settings using concrete Montessori materials and English Language content with CLAD certified teachers and support from a pull-out Intervention Specialist.</p>	Student performance on CELDT Assessment, EL reclassification documentation	Intervention Teacher

Achievement Goal #3 – Parental Involvement

Parental Involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<p>GOAL 3A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</p> <p>Parents are provided numerous opportunities to serve our school community, including both on-site and off-site opportunities</p>	Volunteer hour tracking documentation	Volunteer Hours Coordinator; PTA Liaison

<p>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</p> <p>School administration will work with the parent community to recruit parents to the Board of Directors, the PTA and our other Volunteer-led committees via school Flyers, newsletters and communication, and through parent meetings/events.</p>	<p>Governing Board Minutes, PTA Minutes and event logs will track volunteer participation at the leadership levels.</p>	<p>Board of Directors Communications Officer, PTA Secretary, Executive Director</p>
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Achievement Goal #4 – Student Achievement

M.M.C.A. will meet or exceed the same accountability standards as the home school districts of its students for pupil achievement, as measured by all of the following as applicable to a K-8th grade school:

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
4A: CA Measurement of Academic Performance on statewide assessments	Comparing MMCA scores on state-based assessments vs. the feeder school districts	Executive Director
4B: API (as applicable)	Comparing API (or equivalent) statewide accountability performance data vs. the feeder school districts	Executive Director
4D: Percentage of EL’s who make progress towards English Language Proficiency as measured by CELDT and/or ELPAC	Student results on appropriate EL assessments	Intervention Teacher
4E: EL Reclassification rate	Student results on appropriate EL assessments	Intervention Teacher

Achievement Goal #5 – Student Engagement

M.M.C.A. will meet or exceed the same accountability standards as the home school districts of its students regarding pupil engagement, as measured by School Attendance rates, chronic absenteeism rates, and middle school dropout rates.

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<p>Goal 5A: School Attendance Rates</p> <p>Communicating the importance of attendance with our families via multiple</p>	Attendance Reporting	Business Manager

means.		
Goal 5B: Chronic Absenteeism rates Parents will be informed of chronic absences and/or tardies as specified by MMCA Policy.	Attendance Reporting	Business Manager
Goal 5C: Middle School Dropout Rates Increase after school activities and opportunities for at-risk students.	Attendance Reporting and participation rates.	Business Manager

Achievement Goal #6 – School Climate

M.M.C.A. will meet the same accountability standards as the home school districts of its students regarding school climate, as measured by pupil suspension rates, pupil expulsion rates, and other local measures.

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
6A: Pupil Suspension rates Students will be taught conflict resolution skills to help mediate problems. Pro-active behavioral strategies, including parent collaboration, will be embraced.	Annual Suspension Rate data.	Business Manager, Executive Director
6B: Pupil Expulsion rates See 6A	Annual Expulsion Rate data.	Business Manager, Executive Director
6C: Other Local measures Promote a Safe and Caring School Environment via a character education program	Student participation in events; student climate surveys	Instructional Staff

Achievement Goal #7 – Course Access

M.M.C.A. will meet or exceed the same accountability standards as the home school districts of its students with regards to 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 and students

with exceptional needs. Broad course of study is as defined by the Governing Board and seen throughout MMCA’s original charter petition.

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
The Executive Director and Instructional Staff will ensure that the Subject matter offering for each grade level will provide a broad course of study for all students, including subgroups. .	Report Cards, Teacher Class Scope and Sequence Reports by Subject, etc.	Executive Director, Instructional Staff
MMCA will provide all students with access to digital learning tools and curriculum.	Subscription data, computer counts	I.T. Staff, Executive Director
MMCA will provide all students with access to enrichment curriculum, including music and performing arts based instruction, Garden and Spanish Docents, PE and Teen CERT and Robotics and Character Education.	Report cards, student and parental feedback metrics, portfolios, etc.	Instructional Staff, Executive Director

Achievement Goal #8 – Student Performance

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards and aligned with the state’s priorities detailed in E.C. 51220. Individual performance goals will be established for each student at the beginning of each year based on that student’s individual assessment data.

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
8A ELA MMCA students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of ELA	State-based assessment data; local assessment data	Instructional Staff
8B MATH MMCA students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Math	State-based assessment data; local assessment data	Instructional Staff
8C Social Studies	State-based assessment data;	Instructional Staff

MMCA students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Social Studies.	local assessment data	
8D Science MMCA students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Science	State-based assessment data; local assessment data	Instructional Staff
8E VAPA MMCA students will utilize its Art Docent, performing arts, drama, music and electives program to expose its students to VAPA oriented topics	Report cards, classroom curricular scope & sequences, parent & student feedback	Instructional Staff
8F PE MMCA students will participate in age appropriate PE that focuses on fine and gross motor skill development and teamwork	Report cards, classroom curricular scope & sequences, parent & student feedback	Instructional Staff
8G Health MMCA students will have access to age appropriate health curriculum	Report cards, classroom curricular scope & sequences, parent & student feedback	Instructional Staff
8H Foreign Language MMCA students will have access to Spanish Docents and curriculum	Report cards, classroom curricular scope & sequences, parent & student feedback	Instructional Staff
8I Character Education		Instructional Staff

MMCA students will learn age appropriate grace and courtesy and conflict resolution skills through our character education program.		
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V. METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

Governing Law: “The method by which pupil progress in meeting those pupil outcomes is to be measured. 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.” Cal. Ed. Code § 47605(b)(5)(C).

M.M.C.A. shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section M.M.C.A. will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

A. Pupil Outcomes

The student will be assessed using a variety of methods that include the following:

1. Standardized tests, including required state assessment tests
2. Formalized assessment in core subject areas (language arts and mathematics) four times per year by classroom teachers to ensure proper ability group placement for individualized instruction
3. Portfolios and handmade books
4. Informal oral exams
5. Demonstration of mastery using manipulative materials
6. Demonstration of mastery by peer teaching
7. Formal presentation to the class of projects and reports
8. Written evaluations by staff via detailed standards-based trimester report cards of level regarding academic mastery and behavior (personal development)
9. Self-Assessments - Reflection on both long and short term planning for Individual Learning Plan

B. School-wide Outcomes

a. State Content Standards

MMCA is dedicated to documenting student achievement of the state content standards each year in its core subjects. MMCA will use an integrated standards-based report card for all of its students.

b. State Standardized Testing

It is the goal of MMCA to have all its students show measurable growth each academic year, as evidenced by scores on the state’s standardized test program (CAASSP).

c. Attendance

It is the goal of the MMCA to exceed the District average for student attendance.

d. Academic Performance Index

It is the goal of MMCA to meet its Academic Performance Index growth targets on an annual basis.

e. Adequate Yearly Progress

It is the goal of MMCA to make adequate yearly progress (“AYP”) as defined by the No Child Left Behind Act (“NCLB”).”

Note: During the renewal of this charter petition, the state of California is actively revising the API and AYP accountability systems, and is currently working on a “color screened” 5x5 matrix that incorporates a school’s LCAP. When the system is fully implemented, it will be the goal of MMCA to meet the “new” versions of API and AYP.

C. Methods of Measurement of Pupil Outcomes

<u>OUTCOME</u>	<u>METHOD(S) OF MEASUREMENT</u>
<i>State Content Standards</i>	<i>CAASSP Testing, Internal and External Assessments, Standardized Report Cards, Teacher Records, Work Samples, Portfolios</i>
<i>Standardized Testing Growth</i>	<i>CAASSP, CELDT</i>
<i>Attendance</i>	<i>Attendance records</i>
<i>Academic Performance Index (“API”) Growth Target</i>	<i>API Score* (state currently implementing new accountability model)</i>
<i>Adequate Yearly Progress</i>	<i>As measured by state in accordance with NCLB.</i>

D. USE AND REPORTING OF DATA

Staff will receive data on student achievement during regularly scheduled staff meetings and will use this data to help monitor and improve the School’s education program.

Parents and guardians will receive data on student achievements at least three times per year on standards-based report cards. Additional correspondence will be provided when necessary.

E. REPORTING DATA TO SCHOOL DISTRICT

M.M.C.A. will share with R.U.S.D. all of the information and data available via the California Accountability Dashboard Reports, the school's "five by five" reports, and the school's S.A.R.C. report annually.

F. CURRENT YEAR REPORTING DATA FOR RENEWAL DETERMINATION PURPOSES

The "most important factor in determining whether to grant a charter renewal is "increases in pupil academic achievement for all groups of pupils served by the charter school." Via statute, the state's definition of what this mean is still based on the apparently antiquated API system. Per CDE recommendations, charter renewal decisions related to this element may be based on things like:

- 3 year average of API;
- Most recent API;
- Decile rankings of "4" or higher; and
- comparative recent standardized assessment data

Since it's last charter renewal, M.M.C.A.'s academic performance has been outstanding.

- M.M.C.A.'s 3 year average API score is 861;
- M.M.C.A.'s most recent API score was 879; and
- M.M.C.A.'s decile ranking was an '8'

Eventually, the emerging School Dashboard Accountability and "Five by Five" Reports will most likely be the replacement for the API system, so it makes sense to include M.M.C.A.'s data from these reports here. The 2017 Dashboard Report shows that M.M.C.A. either "met" its state priority goal or scored at the blue (highest) or green (second highest) level:

“California School Accountability Dashboard” Report for M.M.C.A. 2017:

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		4	0
<u>English Learner Progress (1-12)</u>		N/A	N/A
<u>English Language Arts (3-8)</u>		1	0
<u>Mathematics (3-8)</u>		1	0

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met
<u>Implementation of Academic Standards</u>	Met
<u>Parent Engagement</u>	Met
<u>Local Climate Survey</u>	Met

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)

M.M.C.A. has a unique student population in that we draw students from more than a dozen school districts. It makes sense to compare M.M.C.A. student performance vs. the home school districts of our students. On the next page is the “Five by Five” Reports for MATH and ELA for 2017 for M.M.C.A. and the (9) school districts that comprise almost all of M.M.C.A.’s student population:

Topic: **MATH**

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above					
High 10 points above to less than 45 points above			Rocklin Unified, Loomis Unified		MMCA
Medium 5 points below to less than 10 points above		Dry Creek, Roseville City	Western Placer		
Low 5 points below to 70 points below		Auburn, San Juan	Center, Twin Rivers		
Very low more than 70 points below					

Topic: **ELA**

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above					
High 10 points above to less than 45 points above		Roseville City, Rocklin Unified	Loomis Unified	MMCA	
Medium 5 points below to less than 10 points above		Dry Creek	Western Placer		
Low 5 points below to 70 points below		Auburn, San Juan	Twin Rivers	Center	
Very low more than 70 points below					

As the Five by Five Report clearly shows, in 2017 M.M.C.A. students outplaced ALL of the school district placements of its students, including being the ONLY school in the region to score in the “blue” for math.

V. 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)

A. Legal Status

The organizational design of the governance structure of the Academy reflects the vision of an educational community with the core values of strong parental involvement and participation. The governance structure includes administrative guidance from the sponsoring school district, governance by an elected Governing Board and participation by corresponding standing and special committees.

a. Organizational Entity status

M.M.C.A. has constituted itself as a non-profit California public benefit corporation pursuant to California law. Evidence of the school’s incorporation can be found at Appendix D, “Evidence of Organization’s 501(c)(3) Incorporation.”

b. District Relationship

As the sponsoring school district, Rocklin Unified shall provide basic oversight for M.M.C.A..

R.U.S.D. shall not be held liable for M.M.C.A.’s debts or obligations or for claims arising from the performance of acts, errors or omissions by the M.M.C.A. in accordance with Education Code Section §47604(c). M.M.C.A. shall have no authority to enter into contracts for or on behalf of the R.U.S.D. All contracts entered into by M.M.C.A. shall be M.M.C.A. sole responsibility. R.U.S.D. shall have no authority to enter into contracts on behalf of M.M.C.A. without M.M.C.A.’s approval.

B. By-Laws

The Academy shall be governed by adherence to by-laws. At a minimum, these by-laws shall contain the following:

1. The means by which Governing Board Members are to be nominated, selected, and removed from office;
2. The duration of each Governing Board's term of office;
3. The method by which Governing Board meetings will be held
4. The means by which parents, teachers, students, and other members of the community may communicate with the Governing Board
5. The procedure by which by-laws may be amended.

A copy of the Charter Council’s current by-laws is included as *Appendix G, “M.M.C.A. Board of Director By-laws.”*

C. Governing Board

The Governing Board is the governing entity. It consists of parent representatives, teachers, and community members. In addition, the Executive Director and an appointee of the Rocklin Unified School District may sit on the Governing Board as non-voting members. All Governing Board meetings

shall be conducted according to the terms of the Brown Act (Gov. Code Section 54950). The Governing Board will follow the state of California's Political Reform Act. At a minimum, the duties and responsibilities of the Governing Board shall include the following:

1. Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
2. Approval of all contracts, contract renewals, and personnel actions (e.g. hiring, discipline, dismissal)
3. Approval of bylaws, resolutions, and policies and procedures of school operation
4. Approval of all changes to the school charter to be submitted as necessary in accordance with applicable law
5. Long-term strategic planning for the School;
6. Participation as necessary in dispute resolution;
7. Monitoring overall student performance;
8. Filling the position of Executive Director; and
9. Evaluation of the Executive Director
10. Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter;
11. Monitoring the fiscal solvency of the school;
12. Participation in the School independent fiscal audit;
13. Participation in the School programmatic audit;
14. Participation as necessary in student expulsion matters; and
15. Increasing public awareness of the Charter School

D. Conflict of Interest Policy

Articles IX and X of the M.M.C.A. Board of Director By-laws specifies the organization's Conflicts of Interest Policy, and is available in *Appendix G*.

E. Executive Director

Day to day administration of the Academy is managed by the Executive Director (also known as "Principal / Administrator"), and to the extent practical, in collaboration with teams of students, parents, teachers and administrators. The Business Officer reports to the Executive Director. The Executive Director may create committees as needed.

Examples of committees include:

1. Facilities (includes site and equipment)
2. Finance (includes budget and funding)
3. Fundraising (includes grants and donations)
4. Program (includes curriculum, assessment, and materials)
5. Personnel/Teacher Staffing
6. Marketing/Public Relations
7. Policy Development/Governance
8. Parent Association/Student Enrichment
9. Before and After Child Care
10. Legal (includes legislation)

F. Parental Involvement

The Academy will encourage families to give of their time to promote the success of the Academy and its programs. The Academy will work with the parent association to develop parent involvement policies and strategies.

Parent involvement includes the following:

1. Participation in the development of the Individual Learning Plans
2. Participation with homework and support weekly learning assignments
3. Attendance at Parent Association meetings/educational meetings three (3) times per year
4. Attendance for progress report meetings with the teacher
5. Requesting forty hours of service to the M.M.C.A. This can include, for example, serving on the Governing Board or Standing Committees, providing physical labor, providing professional or para-professional services, volunteering in the classroom, the office or on the playground, assisting with one of our after school extra-curricular committees, and working on school-related projects in the evenings or on the weekends.

G. Indemnity Clause for M.M.C.A. and R.U.S.D.

Maria Montessori Charter Academy shall indemnify, defend and hold harmless the Rocklin Unified School District, its Board, officers, employees and agents from and against any and all actions, allegations, claims, costs, damages, fees, and judgments by third parties resulting from the actions or omissions of Maria Montessori Charter Academy, its Board, officers, employees or agents, with the exception of any actions, allegations, claims, costs, damages, fees, and judgments that arise from the action or inaction of the Rocklin Unified School District, its Board, officers, employees or agents.

The Rocklin Unified School District shall indemnify, defend and hold harmless Maria Montessori Charter Academy, its Board, officers, employees and agents from and against any and all actions, allegations, claims, costs, damages, fees, and judgments by third parties resulting from the actions or omissions of the Rocklin Unified School District, its Board, officers, employees or agents, with the exception of any actions, allegations, claims, costs, damages, fees, and judgments that arise from the action or inaction of the Maria Montessori Charter Academy, its Board, officers, employees or agents.

F. Current M.M.C.A. Board of Directors with Term Expiration Dates

Member	Position	Term Expiration Date
Julie Moeller	President	December 2018
Chris Ward	Vice President	December 2018
Cindy Hanna	Communications Officer	December 2017
Angela Wimsatt	Treasurer	December 2018
Kat Turner	Member at large	December 2018
Malena Madrigal	Member at large	December 2018
Brett Keller	Member at large	December 2017
Tom Loschiavo	Member at large	December 2018
Carol Royal	Teacher Representative	December 2018
Adrienne Garcia	Teacher Representative	December 2017

VI. HUMAN RESOURCES

A. QUALIFICATIONS OF SCHOOL EMPLOYEES

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

a. Administrators

The Administrators of the Academy shall possess leadership and organizational abilities and a comprehensive educational vision that is consistent with the Academy's commitment to the Montessori educational philosophy.

b. Teachers

Teachers are pivotal to student success at the Academy. The teacher's ability to closely observe the child enables her to create the proper environment and to support the child's inner developmental timeline and will preserve his sense of wonder and excitement toward learning. The Academy will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, as required by law. All core-subject teachers at The Academy will be "No Child Left Behind" compliant. The Academy recognizes the need for balance between years of experience in the Montessori method and California certification and will meet the requirements of the state while pursuing the Montessori methodology in the classroom. The Academy will attempt to create opportunities for professional development for teachers and other staff, including supplemental training in the Montessori methodology.

c. Other Instructors

Under the direct supervision of an NCLB compliant teacher, The Academy may also employ or retain non-certified instructional staff in the case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully instructing students in non-core subject matter areas.

d. Support Staff

The Maria Montessori Charter Academy will retain and employ non-instructional staff who possesses the experience and expertise appropriate for the position as outlined in the school's staffing plan and personnel policies.

B. RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. -- California Education Code Section 47605(b)(5)(K)

A. Employees at the Charter School shall participate in STRS, PERS and the federal social security system as applicable to the position. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School.

C. EMPLOYEE REPRESENTATION

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. -- California Education Code Section 47605(b)(5)(O)

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.

D. RIGHTS OF SCHOOL DISTRICT EMPLOYEES

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)

Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement of the District as aligned with the collective bargaining agreements of the District.

E. HEALTH AND SAFETY

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

a. Procedures for Background Checks

The Charter School will 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, volunteering, or contract services or any unsupervised contact with pupils of the Charter School. The Principal of the Charter School shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237 or 45125.1, except with respect to her or himself, in which case the President of the Board will review. The Principal shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

b. Role of Staff as Mandated Child Abuse Reporters

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

c. TB Testing

The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

d. Immunizations

The Charter School will 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.

e. Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

f. Vision/Hearing/Scoliosis

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

g. Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site. This handbook shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and has been included within this document as “**Appendix E, Health and Safety Policy Handbook**, and “**Appendix F School Safety Plan.**”

h. Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne 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 bloodborne 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.

i. Drug Free/Smoke Free Environment

The Charter School shall maintain a drug and alcohol and smoke free environment.

j. Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct emergency preparedness drills (ex. fire drills) monthly.

k. Comprehensive Sexual Harassment Policies and Procedures

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

l. Procedures

The Charter School shall adopt procedures to implement the policy statements listed above prior to operation.

VII. DISPUTE RESOLUTION

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

Nothing within the following dispute resolution process is intended to impede the District's ability to proceed with any revocation proceedings.

A. Disputes Between the District and the School

The Maria Montessori Charter Academy and the Rocklin Unified School District 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 through the dispute resolution process unless legally required to do otherwise.

In the event of a dispute between M.M.C.A. and R.U.S.D., the staff and Charter School Board members of the Charter School and District agree to first frame the issue in written format and refer the issue to the Superintendent and Principal of the Charter School.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two additional parties from their respective organizations who shall jointly meet with the Superintendent and Principal of the Charter School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Principal shall agree to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principal. Mediation shall be held as soon as reasonably possible, but no later than 60 days from the beginning of the search for the mediator. The costs of mediation shall be split between the District and the Charter School. All timelines in this section may be revised if mutually agreed upon by the District and the Charter School.

B. Internal Disputes

All disputes involving the Charter School shall be resolved by the Charter School according to the Charter School's own internal policies. The District shall not be involved with internal disputes of the Charter School unless:

- a. the Charter School requests District involvement;
- b. it is legally required; or
- c. the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter may be revoked.

VIII. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

A. STUDENT ADMISSIONS POLICIES AND PROCEDURES

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

The Charter School shall admit all pupils who wish to attend the School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The Charter School shall not charge tuition.

The application process is comprised of the following:

- Parent/guardian attendance at either a school orientation meeting or a tour with the Executive Director
- Completion of a student enrollment form
- Parent signature of School Contract
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

Applications will be accepted during a publicly advertised open enrollment period each Spring for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In this event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (this would include students enrolled in M.M.C.A., approved as authorized by the Rocklin Unified School 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. Siblings of currently enrolled students
2. Students with at least one year of previous Montessori experience
3. Rocklin Unified School District residents
4. Children of MMCA staff

At the conclusion of the public random drawing, 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 in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year.

In no circumstance will a wait list carry over to the following school year.

B. NON-DISCRIMINATION

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)

Pupils will be considered for admissions without regard to race, ethnicity, national origin, gender, or disability. The M.M.C.A. is committed to achieving a student population whose demographics mimic that of the Rocklin Unified School District. The school will promote itself in a variety of venues across counties to help ensure the broadest possible pools for the annual lottery. M.M.C.A. has an established history of being one of the more ethnically diverse schools in the Rocklin region. According to the California Department of Education, M.M.C.A.'s "Ethnic Diversity Index" was comparable or higher than that of other Placer County school districts. For example, both M.M.C.A. and R.U.S.D. averaged an "EDI" of 36.2 during the past five years since MMCA's charter was last renewed.

C. 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)

Students who reside within the District who choose not to attend the charter school may attend school within their school of residence according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency."

D. SUSPENSION AND EXPULSION PROCEDURES

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

The Charter School shall provide due process to all students prior to acting to suspend or expel in accordance with an adopted Pupil Suspension and Expulsion Policy. The M.M.C.A. Discipline Policy is included within **Appendix F, School Safety Plan**.

The Suspension / Expulsion Procedures are as follows:

MMCA's suspension / expulsion guidelines will follow what's required in Education Code 48900 – 48927 as applicable to K-8th Grade charter schools. Due process will be afforded all students as dictated by Education Code 48918. The M.M.C.A. will also comply with all relevant education code statutes, particularly those that involve due process, for any student who is enrolled in special education prior to initiating any suspension / expulsion procedures.

Behaviors that may require immediate suspension or possible expulsion hearings are as follows:

1. Swearing or using abusive sarcasm, directed at another student, staff member, or parent;
2. Intentional abuse and/or vandalism to school property;
3. Bringing on campus any pornography, or explicit photography or written material;

4. Physical harm to another person with the intent to do bodily injury, exhibited by, but not limited to, hitting, stabbing, poking, pushing, slapping, kicking;
5. Bringing on campus any illegal substances or prescription medications for unauthorized use, sale or intent to disburse;
6. Stealing;
7. Touching another person's private body parts or intentionally exposing one's self for the sole purpose of self-gratification or harming (emotionally or physically) another individual; and
8. Bringing guns, knives or any type of weapon used to intimidate or threaten another person

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be distributed and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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 these Policy and Administrative Procedures are available on request at the Director/Principal'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.

IX. Financial Planning, Reporting and Accountability

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

A. BUDGETS AND CASH FLOW

Attached as Appendix J, please find the following documents:

- A copy of the FY 2016 audit prepared by Marta and Associates, including the “Communications with those charged with Governance” Summary presented to M.M.C.A.’s Board of Directors;
- A copy of the FY 2017 audit prepared by Marta and Associates, including the “Communications with those charged with Governance” Summary presented to M.M.C.A.’s Board of Directors;
- A copy of the current FY 2018 adopted budget with narratives, a current year cash flow statement, and a three year projection with assumptions; and
- Three year financial projection data, including Fund Balance Statements, Revenue Details and Cash Flow Statements, through FY 2021

B. FINANCIAL REPORTING

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

1. By July 1, a preliminary budget for the current fiscal year.
2. 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 Charter 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. .
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. 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 Charter School’s receipts and expenditures for the preceding fiscal year.

C. INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

D. ADMINISTRATIVE SERVICES

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

The Maria Montessori Charter Academy has chosen to contract with “Charter School Business Services” (“CSBS”) for back-office business services and support to the school. A copy of the contract with “CSBS”, which details the services to be provided, is available as “**Appendix K, Administrative Services Agreement.**”

E. 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 Maria Montessori Charter Academy will operate at its new facility, located on 1850 Wildcat Blvd. in Rocklin, CA.

F. INDEPENDENT FISCAL AUDIT

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

The Maria Montessori Charter Academy will facilitate an annual independent audit of the school's financial affairs. The M.M.C.A. Board will select and oversee an auditor with education audit experience.

The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the Charter School and in accordance with the State Controller’s K-12 audit guide as applicable to charter schools. It is anticipated that the annual audit will be completed four months after the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Charter School's Principal along with an audit committee will review any audit exceptions or deficiencies and report to the Charter School Board with recommendations on how to resolve them. The Charter School Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District.”

G. CLOSURE PROTOCOL OF THE MARIA MONTESSORI CHARTER ACADEMY

Governing Law: A description of the procedures to be used if the charter school closes. -- Education Code Section 47605(b)(5)(p)

The following procedures shall apply in the event the Maria Montessori Charter Academy closes. The nonprofit public benefit corporation will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The following procedures apply regardless of the reason for closure.

Closure of the Academy will be documented by official action of the Governing Board of M.M.C.A.. The action will identify the reason for closure. The District and the Academy shall utilize its best efforts to avoid a mid-year closure of the Academy.

The Academy Governing Board will promptly notify the District of the closure and of the effective date of the closure.

The Academy Governing Board will ensure timely notification to the parents and students of the Academy of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Governing Board's decision to close the Academy.

As applicable, the Academy will provide parents, students and/or the District with all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

As soon as reasonably practical, the Academy will prepare final financial records as required by the Education Code and this charter. The nonprofit corporation will also have an independent audit completed as soon as reasonably practical, which should occur no more than six months after closure, and will include an accounting of all the Academy assets, including cash and accounts receivable and an inventory of property, equipment and supplies as well as an accounting of the Academy's liabilities. The Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Governing Board of the Academy and will be provided to the District promptly upon its completion.

On closure of the Academy, all liabilities and assets of the Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Academy, remain the sole property of the nonprofit corporation that is operating the Academy. The nonprofit corporation shall develop a plan for the repayment of any liabilities and the disbursement of the assets of the Academy. Net assets shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. Upon closure of the Academy, the nonprofit public benefit corporation shall remain solely responsible for all assets and liabilities arising from the operation of the Academy.

X. IMPACT ON THE DISTRICT

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

Pursuant to Education Code Section 47604(c), the Rocklin Unified School District in performing its oversight of the Maria Montessori Charter Academy, 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 the charter school.

XI. Charter Term, “NCLB”, and charter Severability

A. Term of the Charter

The term of the charter shall be five years as required by Education Code Section §47607.

By approving this charter, the Rocklin Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal to renew this charter with operations continuing on **JULY 1, 2018**. The Charter School shall be considered approved as of the date of charter approval. The term of the charter shall expire on **JUNE 30, 2023**. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education 47607, as applicable.

B. No Child Left Behind

The Maria Montessori Charter Academy will comply with the requirements of the No Child Left Behind Act, to the degree they are applicable to charter schools.

C. Severability

If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable, or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

Appendix A: Signature Pages for Teachers

Appendix B: Signature Page for Parents

Appendix C: M.M.C.A. 2017-2018 bell schedule and Calendar

Maria Montessori Charter Academy 2017-2018 School Calendar

Approved 3/27/17



August

M	T	W	Th	F
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30	31		

September

M	T	W	Th	F
				1
2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26
27	28	29		

October

M	T	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

November

M	T	W	Th	F
			1	2
3	4	5	6	7
8	9	10	11	12
13	14	15	16	17
18	19	20	21	22
23	24	25	26	27
28	29	30		

December

M	T	W	Th	F
				1
2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26
27	28	29		

January

M	T	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

February

M	T	W	Th	F
			1	2
3	4	5	6	7
8	9	10	11	12
13	14	15	16	17
18	19	20	21	22
23	24	25	26	27
28	29	30		

March

M	T	W	Th	F
			1	2
3	4	5	6	7
8	9	10	11	12
13	14	15	16	17
18	19	20	21	22
23	24	25	26	27
28	29	30		

April

M	T	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
30				

May

M	T	W	Th	F
		1	2	3
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June

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22	23	24	25	26
27	28	29	30	

- Minimum Days
- No School
- Teacher In-service
- Staff Work Days

New Parent Information Night:
Monday, August 14, 2017, 6:30-7:30pm

Bell Schedule:

K: 8:30 am-2:00 pm

Minimum Day Schedule (K-8th Grade): 8:30 am-12:00 pm

1st-8th: 8:30 am-2:00 pm (Mondays) 8:30am-3:10pm (Tuesdays-Fridays)

<http://www.mmcharter.org>

First Day Last Day Days

Students	16-Aug	7-Jun	175
Teachers	14-Aug	8-Jun	180

Minimum Days

- First days of School: August 16-18, 2017
- Back to School Night: August 23, 2017, 6:30-7:30pm
- Goal Setting Conferences: Oct. 2-4, 2017
- Spring P-T Conferences: March 19-21, 2018
- Open House: May 23, 2018, 6:30-7:30pm
- Last Day of School: June 7, 2018

NO SCHOOL- Holidays, Recesses, staff days, etc.

- Staff work days: August 14&15, 2017; June 8, 2018
- Labor Day: Sept. 4, 2017
- Fall Break: Oct. 5 & 6, 2017
- Teacher In-Service: Nov. 9, 2017 & March 22, 2018
- Veteran's Day (observed): Nov. 10, 2017
- Thanksgiving Break: Nov. 20-24, 2017
- Winter Break: Dec. 18, 2017-Jan. 5, 2018
- * Winter Care offered Dec. 18-22, 2017
- MLK Jr. Holiday: Jan. 15, 2018
- President's Day Weekend: Feb. 16-19, 2018
- Spring Break: March 23-April 2, 2018
- Memorial Day: May 28, 2018

Trimester End Dates:

End of 1st Trimester:	Nov. 10	(58 days)
End of 2nd Trimester:	Mar. 9	(62 days)
End of 3rd Trimester:	Jun. 7	(55 days)

Appendix D: Evidence of Organization's 501(c)(3) Incorporation

A copy of the originally filed Articles of Incorporation, as well as the I.R.S.-given Employer Identification Number and tax exemption status, are included here *supra*.

3098077



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAY - 2 2008

DEBRA BOWEN
Secretary of State

3098077

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

MAY - 2 2008

THE
ARTICLES OF INCORPORATION
OF
MARIA MONTESSORI CHARTER ACADEMY

(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be the **Maria Montessori Charter Academy**.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, 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) by 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.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Brent R. Boothby
3175 Sunset Blvd. #100
Rocklin, CA 95677

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

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 distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof. shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 5-1-08


BRENT R. BOOTHBY, Incorporator



INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 07 2009
MARIA MONTESSORI CHARTER ACADEMY
C/O KIMBERLY RODRIGUEZ
7 PARK CENTER DR
SACRAMENTO, CA 95825

Employer Identification Number:
26-2242400
DLN:
17053118035019
Contact Person:
PERCY E DOWD ID# 95100
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 02, 2008
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

Appendix E: Employee Health and Safety Policy Handbook

The Health and Safety Policy Handbook includes policies related to workplace safety. It is normally published in a “booklet” format, which admittedly does not translate easily into this format. Booklets are available for reading in the MMCA front office.

Appendix F:

MARIA MONTESSORI CHARTER ACADEMY



**2017 - 2018
school year**



1850 Wildcat Blvd.
Rocklin, CA 95765
(916) 630-1510
www.mmcharter.org

SCHOOL SAFETY AND INCIDENT MANAGEMENT PLAN

Plan Date: August 1, 2013

Approved: July 2013

Incident Team Members:

- Principal / Administrator: Brent Boothby
- Parents: MMCA Board of Directors
- Classified Employee: Denise Williams
- Law Enforcement Representative: Brett Keller
- Student Representatives: Zane Tarabochia-Martin, Lucas Wood, and other officers of the Student Council

Preface

The goal of this safety plan is to ensure that the MMCA campus is a secure and safe environment. Key elements of our safety plan include:

- The campus is closed. Visitors must sign in and receive a visitor's pass before they can be on campus. Staff is trained to direct unidentified persons to the main office. Students must be signed out before they can leave the campus.
- Students are not released to anyone not listed on their emergency card or designated by their parent or guardian.
- Lock-down and evacuation procedures are in place. Office staff and principal assess the procedures during regularly scheduled drills. Emergency exit plans are posted in every classroom. Teachers discuss and review the emergency plans with students.
- The classroom doors lock (using key) from the inside to allow teachers to secure their classrooms without having to step outside.
- Main entry and exit points of the campus are monitored.
- Emergency Response Backpacks are in place. Current phone numbers are kept in the emergency backpack to be used in case of student and staff evacuation.
- Physical conditions that could lead to accidental harm are promptly corrected. District safety inspections are conducted several times a year. The inspections include a tour of the school site checking for safety hazards.
- The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately.
- School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activities.
- Procedures are in place for student evacuation in alignment with local law enforcement. Procedures are in place for a Sheltering In-Place if a chemical is spilled near the location of the school. Procedures for evacuation to the Margaret Azevedo Park are in place for a gas leak or bomb scare. Procedures are in place for evacuation to an alternate site if necessary.
- There is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals.
- Adequate lighting is in place to ensure safety on the campus at night.
- A Security system is in place and the custodians, principal and District maintenance crew monitors its use.

This Safety Plan is intended as a detailed Action Plan should an Emergency Event occur. In addition, a condensed Emergency Flipbook has been created in connection to this plan and is available within every room on campus.

Incident Management Response

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INCIDENT MANAGEMENT PLANNING

I. Incident Management Preparation

National Incident Management System (NIMS)

NIMS is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent of NIMS is to:

- Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity.
- Improve coordination and cooperation between public and private entities in a variety of domestic incident management activities.
- NIMS provides a set of **standardized** organizational structures, as well as requirements for processes, procedures, and systems designed to improve interoperability.

NIMS standard incident management structures are based on three key organizational systems:

- The **Incident Command System (ICS)**, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident
- **Multi-agency Coordination Systems**, which define the operating characteristics, management components, and organizational structure of supporting entities
- **Public Information Systems**, which include the processes, procedures, and systems for communicating timely and accurate information to the public during emergency situations

The Incident Command System (ICS)

An incident is an occurrence, either caused by humans or natural phenomena, which require action by emergency service personnel to prevent or minimize loss of life or damage to property and/or the environment.

Examples of incidents include:

- Fire
- Hazardous materials incidents
- Search and rescue missions
- Natural disasters

- Accidents and injuries
- Planned events, such as dances, field trips or rallies, just to name a few.

The Incident Command System, or ICS, is a standardized, on-scene, all-hazard incident management concept. ICS allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents without being hindered by jurisdictional boundaries.

ICS has considerable internal flexibility. It can grow or shrink to meet different needs. This flexibility makes it a very cost effective and efficient management approach for both small and large situations.

Organizational Structure—Incident Commander On small incidents and events, one person, the Incident Commander, may accomplish all five management functions. In fact, the Incident Commander is the only position that is always staffed in ICS applications. However, large incidents or events may require that these functions be set up as separate Sections or persons within the organization.

Below is a brief description of each ICS function:

- **Incident Command:** Sets the incident objectives, strategies, and priorities and has overall responsibility at the incident or event.
- **Operations:** Conducts tactical operations to carry out the plan. Develops the tactical objectives and organization, and directs all tactical resources
- **Planning:** Prepares and documents the Incident Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status, and maintains documentation for incident records
- **Logistics:** Provides support, resources, and all other services needed to meet the operational objectives.
- **Finance/Administration:** Monitors costs related to the incident. Provides accounting, procurement, time recording, and cost analyses.

Additional Command Staff

Depending upon the size and type of incident or event, it may be necessary for the Incident

Commander to designate personnel to provide information, safety, and liaison services for the entire organization. In ICS, these personnel make up the Command Staff and consist of the:

- **Public Information Officer**, who serves as the conduit for information to internal and external stakeholders, including the media or other organizations seeking information directly from the incident or event
- **Safety Officer**, who monitors safety conditions and develops measures for assuring the safety of all assigned personnel

- **Liaison Officer**, who serves as the primary contact for supporting agencies assisting at an incident.
- **Organizational Structure—ICS Sections**
Each of the primary ICS Sections may be subdivided as needed. (*See expanded organization chart in roles and responsibilities section.*) The ICS organization has the capability to expand or contract to meet the needs of the incident.

A basic ICS operating guideline is that the person at the top of the organization is responsible until the authority is delegated to another person. Thus, on smaller incidents when these additional persons are not required, the Incident Commander will personally accomplish or manage all aspects of the incident organization.

Selecting and Changing Incident Commanders

Initially, the first person on the scene is designated as the Incident Commander. As incidents expand in size, change in jurisdiction or discipline, or become more complex, command may change to a more experienced Incident Commander. Rank, grade, and seniority are not the factors used to select the Incident Commander. The Incident Commander is always a highly qualified individual trained to lead the incident response. Transfer of command at an incident always requires that there be a full briefing for the incoming Incident Commander and notification to all personnel that a change in command is taking place.

The chart below outlines fulfillment of annual preparation tasks and responsibilities necessary to be response implementation ready. The lead site administrator is responsible to oversee fulfillment of all tasks.

Schedule for Updating Procedures and Supplies		
What?	Who?	When?
IRMP	Brent Boothby	September
Student Emergency Cards - 1 set in library, MPR & computer lab, 1 set in check out box, 1 Teacher set	Cynthia Brown/Denise Williams	September / January
Staff Emergency Cards	Denise Williams	September
Ask Parents if emergency cards are current	Cynthia Brown/Denise Williams	August, March
Restraining Order List	Cynthia Brown	September
Office-Based Emergency Supply Box	Denise Williams	July/August
Emergency Envelopes	Cynthia Brown/Denise Williams	August
Classroom Backpacks	Denise Williams	July/August
Evacuation Maps	Cynthia Brown/Denise Williams	August
Send updated Incident Response plan to D.O.	Brent Boothby	February
Review procedures with staff	Brent Boothby	September, March
Drills (<i>w/ annual schedule to Amanda at DO</i>)	Brent Boothby	Monthly
Staff, Parent Updates & notification	Brent Boothby	Monthly
Facilities Plan / Blue Print <i>w/copies to DO, fire and police department</i>	Brent Boothby	September
Replace all Batteries in Incident Response Bags around school site	Jason Mikels	September

--	--	--

Staff Capacity Inventory

The chart below should be used to record a skills inventory of staff members. The skills to consider and inventory would be those important during incident response situation, such as: CPR, First Aid, Triage experience, building safety knowledge, de-escalation skills, second language abilities.

STAFF CAPACITY INVENTORY

NAME	SKILL	CERTIFICATE (with date) Y/N/NA	Comments
Any staff member	CPR/First Aid	Yes (renewed biennially or as required)	Certificate on file
Brent Boothby Jason Mikels Ray Baldonade	Knowledge of building safety/ facilities/ and location of gas and water mains	NA	Maps of location of gas and water mains (attached)
Denise Williams Cynthia Brown	Knowledge of student medical plans	NA	Medical plans in Nurse's Office (Admin Building)

Annually, each lead site administrator should confirm membership of the site's incident response team. The following outline of duties and activities is important to preparing all stakeholders for the event of an incident.

Incident Response Planning Team Duties

1. Develops a comprehensive incident plan for all levels of incident:
 - a. "Lock Them In"
 - b. "Get Them Out"
 - c. "Bring Them Back"
2. Establishes an Incident Response Team.
 - a. Identify team roles and responsibilities.
3. Establishes specific evaluation plan.
4. Purchases / Compiles and maintains health/first aid supplies, and emergency equipment, in addition to other items identified in the "Updating Procedures and Supplies Matrix". All supplies will be kept in rolling containers for easy mobility.
5. Notifies and trains all staff regarding procedures.
6. Schedules and holds regular drills.
7. Informs parents about the incident response plan.
8. Establishes a yearly update plan for supplies and procedures.

Office Staff Duties

1. Has a list of items to take if the office needs to be vacated.
2. Has supplies and procedures to set up a student check out area.
3. Has emergency health supply containers. Containers are maintained by office staff with notification by school office staff.
4. Additional copies of staff and student emergency cards, and current class lists are kept in two alternate locations in the event the original cards cannot be accessed.
5. Notifies substitutes of emergency procedures upon arrival to the school.
6. Notifies staff of restraining orders on file.

7. Follows the established procedure for persons defying restraining orders.
8. Insures that Bomb and Threatening Call Checklists are readily available. Follows the established procedure for handling bomb threats.

Parent Preparation

1. Frequently requested to keep emergency cards current.
2. Required to read the safety plan which includes an emergency procedures page.

Guidelines for Preparing a Buddy Teacher List

1. Teachers assigned to the same class (team teachers) will be “buddies” in an emergency.
2. Review evacuation routes.
3. After incident and classroom status check, buddy teachers check with each other to determine: each other’s health status, need to assist with injuries, need to stay with injured students, etc. If possible, injured students should not be left alone.

Remember: Teacher’s responsibility is to all students, but in situations which threaten the lives of all, **do the greatest good for the greatest number.**

4. If necessary, one buddy teacher will evacuate the classroom. Students should exit **without** the teacher leading them. Teacher should stay back to check the classroom and close the door (do not lock). If both buddy teachers are available for evacuation, one leads and the other brings up the rear, checking briefly to make sure the classroom is empty and closing doors.
5. Once in assembly area, the teacher(s) should take roll. All teachers are to fill out written Student Accounting Forms to be delivered to the Command Post.
6. Be sure that substitute teachers know the emergency procedures as well as who and where their buddy teacher is.

Classroom Contents Preparation

1. Emergency Signals and Incident Response Activities will be posted by the primary entry door of each classroom, library, cafeteria, staff office, and other student service areas.
2. Incident Response Plan binders will be in the Classroom Incident Response Backpack near the main exit.
3. Emergency envelopes are posted by each classroom door.

4. Classroom Incident Response Backpack.
 - Students will be assigned to take out the backpack in an emergency.
5. Substitute folders with emergency information are readily available in each classroom (*See substitute folder contents*).

Classroom Response

Classroom Back Pack (PreK-8 grades)

Every class has an emergency envelope by the door. The envelope has the evacuation route in green on one side of the envelope and a red piece of paper laminated to the other side of the envelope.

The purpose of the two colors is to signal student count during a drill, or real incident.

- Hold up the green side if all students are accounted for.
- Hold up the red side if one or more students is missing.

Classroom Back Pack Contents:

1. Flipchart/clipboard
2. Class list / Class roster (formatted to include parent information)
3. Pen
4. Black broad-tipped permanent marker
5. Mechanical pencil
6. labels
7. Small pad of paper
8. Open package of Post-It notes
9. Roll of masking, duct or adhesive tape
10. Special Health Needs for students list / Careplans
11. Student Emergency Cards
12. NON-Latex gloves (3) sealed in sandwich bag
13. Band-Aids (assortment) sealed in sandwich bag
14. Hand held sign with teacher's names and room color
15. Gauze & Tape
16. Bottled water (2 – 12oz)
17. Space Blanket (2)
18. Whistle
19. Large Garbage Bags (3)
20. Flashlight –empty of batteries
21. Sealed package of batteries to suit above flashlight
22. Lifesavers (2 rolls) or sugar free gum
23. Sugar packets – not sugar substitute
24. Walking shoes for teacher (optional)
25. Box of large garbage bags (raincoats)
26. Bag inventory tag to be reviewed annually and initialed

Emergency Evacuation: Health Supplies Policy and Procedure

1. In the event of an emergency evacuation the person designated by the site administrator will gather these items;
 - a. Medical issues list in the medicine drawer.
 - b. All medications for students that are kept in the medication cabinet.
 - c. All medical equipment that a student may use due to a medical condition i.e. glucose monitoring kit, oxygen, and peak flow meters.

2. These items are, as much as possible, to be placed in a modular First Aid filing cabinet.
3. The modular first aid filing cabinet and medical equipment will be placed in the business managers/nurse's office.
4. The designated individual is to proceed to exit the building and follow the directions of the Incident Coordinator.
5. Health-related emergency items will be assembled and annually inventoried by MMCA staff.

***** Maintenance of the following kits are responsibility of the Logistics Section Chief.**

Office-Based Emergency Response Supply Box

– to be maintained in modular first aid filing cabinet

Emergency Health / First Aid Response Supplies List	
<u>Item</u>	<u>Quantity</u>
IRMP	1
Medical Issues List	1
Student Medication <i>from medication cabinet</i>	Varies
Student Medical Necessities equipment (<i>glucose monitoring kit, oxygen, and peak flow meters</i>)	Varies
Student Emergency Card Binder	1 – office desk
American Red Cross First Aid Handbook (<i>2000 edition or later</i>)	1
Comprehensive Set of Teacher/Student class (lists)	1
4 “ x 4” compress	1 box
4” cling wrap bandages	6
Kerlix bandaging	1 per student
2-inch Ace wrap	12 per campus
4-inch Ace wrap	12 per campus
Triangular bandage	24 per campus
Cardboard splints	24 each small, medium, large
Scissors (paramedic)	4 per campus
Tweezers	3 assorted sizes per campus
Latex gloves	100 per 500 students
Oval Eye	50 per campus
Pocket mask	2 – adult / pediatric
Penlight	1
Paper tape	20 rolls
Band-aids	2 boxes
Large battery-powered flashlight	1
Small paper cups	In health office
Safety pins – large and small	In health office
Kwik Kold Ice packs	1 box
Paper and Pencil	1

--	--

Maintenance Emergency Response Items

IRMP
Laminated Incident Response Duty descriptions
<i>Redi</i> Action Guide & Emergency Operations Guide
Fire and Security Alarm Turn-off Procedures (<i>how and where located</i>)
Sprinkler System Turn-off Procedures (<i>how and where located</i>)
Utility Shut-Off Valves for Electric, Gas, Water (<i>how and where located</i>)
Breaker Box locations (<i>how to shut off and where located</i>)
Cable TV Shut-off (<i>identify where and how</i>)
Student and Staff Photos (<i>class photos from Lifetouch</i>)
Barricade Tape
Duct Tape
Flashlight w/ extra batteries
Large Garbage Bags (10)
Latex Gloves (10)
Multi-purpose mini-tool kit
Paper towels
School site map (showing room numbers; exit routes; phone numbers; computers, email and cable TV hook-ups and access; threat areas = chemistry, biology, shops, labs, maintenance, etc.)
Set of Master Keys (2) (<i>this will actually be 3 copies of a list/matrix showing which staff has which keys to what at each site and at the DO</i>)
Poster board (3)
Space Blankets (10)
Scissors
Wet/Dry Towelettes (individual packets) (50)
Clip Boards (6)
Permanent Markets (3 extra wide tip) & (3 small tip)
Large Rolling Duffle bag (2)
Orange Emergency Vests (6)
<i>Not in Emergency Bag:</i>
Cell Phones
Fire Extinguishers
Emergency Response - Health Emergencies Bag
Minivox (bullhorn)
Radios/Walkie Talkies

School Site Emergency / Maintenance Supplies

(located in primary campus maintenance location, clearly marked & known to core response team members)

Bolt Cutters
Crowbar
Wrench(es) for turning off utilities, etc.

INCIDENT MANAGEMENT

EMERGENCY SIGNALS, ACTIONS & RESPONSE

II. EMERGENCY SIGNALS & ACTIONS

Communication Plan

Communications **equipment** we have: telephones, public address system, cell phones, One Call Now

If an incident happens during **school hours**, we will communicate:

With the Incident Management Team by: Telephones, cell phones

With the staff by: Telephone, public address system, runners

With the students by: Telephone, public address system, runners

With parents by: One Call Now automated system, telephone, email

If an incident happens during **non-school hours**, we will communicate

With the Incident Management Team by: Telephone

With the staff by: Telephone

With the students by: One Call Now automated system, telephone

With parents by: One Call Now automated system, email

During a **Shelter In Place** or **Lock Down** incident we will communicate

With our Incident Management Team by: Telephone, cell phones

With our Staff by: Telephone, Public Address System, cell phones

With our Students by: Public address system, bullhorns, verbal instructions by staff

With our Parents by: One Call Now automated system, email

One Call Now Sample Call:

SAMPLE -- PUBLIC INFORMATION RELEASE

Check (x) as appropriate: District/District-wide _____ School _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments. [Check off, fill in, and cross off as appropriate.]

_____ has just experienced a(n)

___ The (students/employees) [(are being) or (have been)] accounted for.

___ No further information is available at this time.

___ Emergency medical services [(are here) or (are on the way) or (are not available)].

___ Police [(are here) or (are on the way) or (are not available to us)].

___ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

___ _____ [(are here) or (are on the way) or (are not available)].

___ Communication center(s) for parents (is/are) being set up at _____ to answer questions about individual students.

___ Communication center(s) for families (is/are) being set up at

_____ to answer questions about individual employees.

___ Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). (#) _____ reported injured.

___ Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)].

___ Students have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at

___ Confirmed deaths have been reported at

Names cannot be released until families have been notified.

___ Structural damage has been reported at the following sites:

_____.

___ Release restrictions: ___ No ___ Yes If yes, what?

___ Released to the public as Public Information Release # _____

Date/Time: _____

Emergency Action Signals

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THE FOLLOWING SIGNALS AND ACTIONS MAY OCCUR IN THE EVENT OF AN INCIDENT

EMERGENCY ACTION

(1) ALL CLEAR

ANNOUNCEMENT:

1. An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) **ACTION 1, ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) Thank you."

2. Use messengers with oral or written word as an alternate means of staff notification.

Names of messengers: Office staff or aides

Routing: Sweep from Building D (Preschool) to Building A, Building B, and Building C
(See maps in this binder, or site map posted in Key Room – Administration Building, or following,)

DESCRIPTION

1. This ACTION signifies the end of the ACTION that had been initiated.
2. Teachers should immediately begin discussions, activities, etc., to assist students in addressing fear, anxiety, etc.
3. Use Parent Telephone Alert System (One Call) if appropriate.

WHEN USED

1. This ACTION is used as the final ACTION to conclude:

- Duck, Cover and Hold On
- Leave Building
- Secure Building
- Stand-By
- Take Cover

“BRING THEM BACK” PROCEDURES

(these roles should correspond to NIMS team member roles)

INCIDENT COMMANDER:

Principal, Assistant Principal, or Lead Teacher

- a) Verify information.
2. Contact NIMS team leaders.
 - a. Review facts and determine what information is to be shared and determine how the information is to be shared.
 - b. Identify necessary resources and designate team members to call.
 - c. Determine if additional support is needed.
3. Contact your own family to assess their safety and advise them of your situation.
4. Determine whether or not to activate the district-level aftermath team (Karla Salvo at 630-3308) or to activate the site-level team only.
5. Conduct staff debriefing meeting (consult with counseling staff).
6. Conduct an evaluation of the incident response plan when things settle down.
7. Contact victim(s) family, if appropriate.
8. Coordinate with the counseling staff any written communication to be sent home to students or parents.
9. Oversee attendance clerks with student accountability system. Communicate information with parents and district office.
10. If necessary, coordinate parent meetings with counseling staff.

OPERATIONS OFFICER: Staff Liaison

School Secretary

1. Inform staff of situation.
2. Find out which teachers would like assistance with classroom notification.
3. Provide copies of follow-up activities for use in the classroom (see counseling staff).
4. Check in with each staff member regularly to assess his/her needs.
5. Contact your own family to assess their safety and advise them of your situation.
6. Call in any adults to substitute for teachers needing relief (see incident team member role).

OPERATIONS OFFICER: Student Liaison

To Be Assigned At Time of Emergency

1. After being called by counselors, meet at designated place.
2. Provide counseling to students (group or individual).
3. Have a designated peer counselor talk to the students and clear any misunderstandings and rumors.
4. Be flexible and willing to respond to directions by adult incident team members.
5. Assist in the planning of a remembrance/gathering if the incident results in the death of student or staff member.
6. Be prepared to go to another school, if a incident should occur there.
7. Follow-up and debrief situation.

PUBLIC LIAISON OFFICER

School Secretary

1. Contact community agencies to enlist their support.
2. Obtain a list of all community agency personnel who will be on site.
3. Update other team members as necessary.

NURSE/NURSE ASSISTANT

District Nurse / Nurse Assistant

1. Assist in communicating medical updates from the school site or hospital to parents.
2. Assist in handling incoming phone calls if a non-medical emergency.
3. Be available for incident counseling.

COUNSELORS/PSYCHOLOGISTS

District Counselors / Psychologists

1. Alert peer counselors if appropriate.
2. Assist staff liaison with staff debriefing meeting, as appropriate.
3. Assist teacher with class discussions regarding the incident at the teacher's request.
4. Assist with staffing the incident intervention room for students and staff.
5. Distribute handouts to staff and parents regarding grief, as appropriate.
6. In cooperation with the community liaison, call appropriate community agencies.

TEAM MEMBERS

All Remaining Staff Members

1. Assist with staffing the incident intervention room for students and staff.
2. Assist with teacher's duties if they need relief.
3. Be flexible and willing to take on tasks as assigned (i.e. crowd control, attendance sign in/out, phone calls etc.)
4. Assist in debriefing process and planning for follow-up.

ANNOUNCEMENT

1. During School Hours

- An announcement in person directly or over the public address system.

Example: “Your attention please. (Pause) **ACTION 2, CONVERT SCHOOL.** (Pause) **CONVERT SCHOOL** (Pause) **CONVERT SCHOOL.**”

2. Other than School Hours

- Use the School Personnel Telephone Alert System to notify all school employees.

DESCRIPTION

1. During School Hours

- Dismissal for all classes, followed by **ACTION GO HOME**, or if the situation dictates, hold students at school for temporary care.
- Conversion of the school into an Emergency Hospital, First Aid Station or Congregate Care Center. (Congregate Care Center is operated by officials of the Department of Health and Human Services or the American Red Cross.)
- This action will normally be preceded by one or more of the other Emergency Actions.

2. Other than School Hours

- Alerting school employees through the use of the School Personnel Alerting System.
- Suspension of scheduled classes. Use Telephone Alert System. Notify District Office for assistance by other means.
- Conversion of the school into an Emergency Hospital, First Aid

3. When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

WHEN USED

1. This **ACTION** will be initiated only by action of the Superintendent and/or upon the direction of officials from the Department of Health and Human Services or upon the request of the American Red Cross.
2. It is deemed appropriate for use during any disaster in which a requirement exists for additional medical facilities or Congregate Care Centers.

EMERGENCY ACTION (3) DIRECTED TRANSPORTATION/EVACUATION

ANNOUNCEMENT

1. An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) **ACTION 3, DIRECTED TRANSPORTATION** when dismissal bell rings.

(Pause) **DIRECTED TRANSPORTATION** (Pause) **DIRECTED TRANSPORTATION** (Pause)

When the dismissal bell rings."

2. Use messengers with oral or written word as an alternate means of staff notification.

Names of messengers: Office staff or runners

DESCRIPTION

1. Students and staff will be moved by any available means from an area of greater danger to an area of lesser danger.
 - Who is assigned to each loading area? Brent Boothby
 - Where are loading areas? In front of Administration Building or Margaret Azevedo Park
Turn a round circle.
 - What, if any, change in vehicle traffic patterns are necessary? None
 - What staff supervises this **ACTION**, and where? Brent Boothby
2. Use Parent Telephone alert system as time permits prior to the event or evacuation action and also concluding the event or evacuation action.

3. This **ACTION** will normally be preceded by **ACTION STAND-BY** or another Action.

WHEN USED

1. This **ACTION** is considered appropriate for, but is not limited to, the following:

- Flood
- Fire
- Chemical accident

TAKE YOUR ROLL BOOK OR CLASS LIST WITH YOU. Make sure you have an accurate, up to date record of the students in each of your classes. Take this out with you, including the current period attendance.

Please refer to the campus map to identify the route for you to escort your students to your designated area in the event of an emergency. If your route is blocked, escort your class to the designated area by the safest visible route.

When you arrive at your designated area, take role and note any student who was in your classroom that period and should currently be with you but is not. Keep your students together as a class and supervise them, making sure that they do not wander into or block emergency access routes.

BUDDY SYSTEM: Since several staff members are assigned to damage assessment and search teams and will therefore need to leave their students, it is necessary to pair all teachers in a manner that allows for ongoing supervision of all students. In addition, this will take care of situations in which a teacher is not able to accompany their students in an evacuation or in the event of needing to assist substitute teachers.

ANNOUNCEMENT

An oral command to "**DUCK, COVER AND HOLD ON**" (repeat as needed) given by the teacher or other staff member who realizes that an earthquake is occurring.

DESCRIPTION

1. When inside
 - Upon the command "**DUCK, COVER AND HOLD ON**", students and staff should immediately drop to the floor, get under their desk and hold on. Desks should be arranged so that they do not face windows.
2. When outside
 - Upon the command "**DUCK, COVER AND HOLD ON**", students and staff should immediately move away from buildings and other objects which might topple over.
3. Use Parent Telephone Alert System if appropriate.

WHEN USED

1. This **ACTION** is appropriate for:
 - Earthquake
 - Explosion
 - Surprise Attack

ANNOUNCEMENT

1. Fire alarm (bell or horn signal).
2. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

Names of messengers: Office staff or aides

DESCRIPTION

1. The orderly movement of students and staff along prescribed routes from inside school buildings to an outside area of safety.
2. This **ACTION** should be followed by another action or a return to school buildings and normal class routine.

All clear signal: Utilize Public Address system

3. Use Parent Telephone Alert System when appropriate.

WHEN USED

1. This **ACTION** is considered appropriate for, but is not limited to, the following:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake
- Other similar occurrences which might make the school buildings unsafe

TAKE YOUR ROLL BOOK OR CLASS LIST WITH YOU. Make sure you have an accurate, up to date record of the students in each of your classes. Take this out with you, including the current period attendance.

Please refer to the campus map to identify the route for you to escort your students to your designated area in the event of an emergency. If your route is blocked, escort your class to the designated area by the safest visible route.

When you arrive at your designated area, take role and note any student who was in your classroom that period and should currently be with you but is not. Keep your students together as a class and supervise them, making sure that they do not wander into or block emergency access routes.

BUDDY SYSTEM: Since several staff members are assigned to damage assessment and search teams and will therefore need to leave their students, it is necessary to pair all

teachers in a manner that allows for ongoing supervision of all students. In addition, this will take care of situations in which a teacher is not able to accompany their students in an evacuation or in the event of needing to assist substitute teachers.

ANNOUNCEMENT

1. A tone over the Public Address System will be activated, indicating teachers should secure their classrooms.
2. Teachers should initiate this **ACTION** anytime they hear extremely violent behavior, i.e., shots, etc., outside their classroom.
3. Use messengers with oral or written word as an alternate means of staff notification.

Names of messengers: Office staff or aides

Routing: Sweep campus from Preschool – Building A – Building B - MPR

DESCRIPTION

1. Teachers and other staff members are to immediately lock doors and have students lie on the floor.
2. While students are getting on floor, close any shades and/or blinds if it appears safe to do so.
 - Turn off AC and Heat, close windows, etc.
3. Teachers and students are to remain on the floor until a staff member they recognize assures them that it is safe to unlock doors.
 - Implement red / green procedure for accountability of all students and staff. (Signals should be posted in classroom windows and/or otherwise communicated to the ICS.
 - Implement phone tree according to predetermined process to confirm accountability of students and staff.
4. This **ACTION** will not normally be preceded with any warning.
5. Use Parent Telephone System as soon as possible.

Recess Lock Down Description

1. Yard duty personnel are to immediately usher students to area designated below. When students are inside lock all doors, close blinds, take attendance, and report to office any missing students.
 - a. Main playground to Multipurpose – students should sit on the floor in the areas where their lunch table would normally be. If tables are down sit on a bench.

2. Staff and students are to remain in the lock down mode until the all clear or further instructions are given.
3. This action will not normally be preceded with any warning.
4. Use Parent Telephone System as soon as possible.

Whistle, Stop, Listen and Follow Directions

1. Yard duty personnel blow short repeated whistle blasts.
2. Students freeze, are silent, listen to and immediately follow Yard Personnel's direction.
3. Yard duty personnel give appropriate directions based on emergency.
4. This action will not normally be preceded with any warning.
5. Use Parent Telephone System if necessary, as soon as possible.

WHEN USED

1. This **ACTION** is considered appropriate for, but not limited to, the following:
 - Extreme Violence
 - Gunfire
 - Hazardous Substance in Environment

ANNOUNCEMENT

1. An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) **ACTION 7, STANDBY.** (Pause) **STAND BY.**
(Pause) **STAND BY.**
(Pause) Additional information to follow."

2. Use messengers with oral or written word as an alternate means of faculty notification.

Names of messengers: Brent Boothby, Office Staff or Aides

3. Use Parent Telephone Alert System if appropriate.

DESCRIPTION

1. If outside, teachers are to return students to their classrooms.
2. If inside, teachers will hold students in classrooms pending receipt of further instructions.
3. It must be followed by another **ACTION** or return to normal school activities.

All clear signal: utilize Public Address system

WHEN USED

1. This **ACTION** is appropriate for all disasters or emergencies, except those that occur without warning.

ANNOUNCEMENT

1. Enemy Attack

- A three (3) minute undulating siren tone for schools near an Attack Warning Siren.
- An announcement in person directly or over the school public address system for schools not near an Attack Warning Siren.

Example: "Your attention please. (Pause) **ACTION 8, TAKE COVER** (Pause) **TAKE COVER.**
(Pause)
TAKE COVER (Pause) Enemy attack imminent."

- Continuing short buzzer or bell signals (use lockdown tone)
- Use messengers with oral or written word as an alternate means of faculty notification.

Names of messengers: Brent Boothby, Office Staff and Aides

2. Natural Disasters

- An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) **ACTION 8, TAKE COVER** (Pause) **TAKE COVER.**
(Pause)
TAKE COVER (Pause) Severe Windstorm imminent."

- Continuing short buzzer or bell signals (use lockdown tone)
- Use messengers with oral or written word as an alternate means of faculty notification.

Names of messengers: Brent Boothby, Office Staff and Aides

DESCRIPTION

1. Move to and take refuge in the best shielded areas within the school buildings.
2. Use Parent Telephone Alert System as soon as possible.

WHEN USED

1. This **ACTION** is appropriate for, but is not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

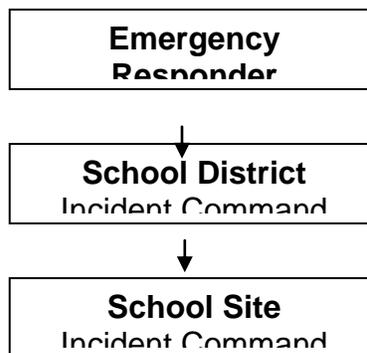
III. National Incident Management System (NIMS) Incident Team Member Roles and Responsibilities

In an incident:

1. The individual identifying a need to call 911 (*be specific about location of incident*) does so, then:
 - begins incident response procedures
 - Until otherwise relieved, the 1st person on the scene is the Incident Commander and should begin activating the Incident Command System / Team and establish the ICS location.
 - The Incident Response bag should be immediately taken to the ICS location.
 - Note: When any phone on campus calls 911, the call is routed to the office main desk and the secretary will be able to hear the conversation between the classroom and the 911. This allows the office to gather information and send needed support to the class.
- b) The administrator/Incident Commander (IC) will call the district office (624-2428) and speak with Superintendent to report incident.
- c) The administrator/Incident Commander (IC) will join the Incident Response Team.
- d) The Incident Response Team will decide on procedures depending on the nature of the incident.
 - ***No statements should be made to media by anyone except the district or emergency responder designated (PIO) Public Information Officer.***
 - ***The PIO location needs to be established ASAP at a location away from the ICS.***
- e) District Office (DO) NIMS Officers supersede responsibilities of school site staff in all instances where DO ICS team staff is present at the incident.

- RUSD staff wanting access to the Incident site must have RUSD identification for access to the area.
6. **Emergency Response (Fire, Police, etc.) ICS officers supersede ICS responsibilities of district staff in all instances where emergency responder ICS team staff is present at the incident, except for the provision, safety and handling of students.**
- Upon arrival of school Incident Commander should approach emergency responders with updated information regarding the situation.
 - The School Site Liaison needs to know and report accounting of students, staff, etc.

**Incident Command
Order of Hierarchy**



Incident Team Member: Role Identification

Roles should be pre-incident designated for 2 – 3 deep (back-ups) at all sites.

Role	Name
Incident Commander (Administrator)	Brent Boothby
Back-up Incident Commander	Laura Crouch
Safety	Jason Mikels
Public Information	Brent Boothby
School Agency Representative to ICS Liaison	Cynthia Brown
Operations	Ray Baldonade
• Site Facility Check / Security	<i>To be assigned at the time of event</i>

• Medical	<i>To be assigned at the time of event</i>
• Student, Staff, Visitor Care & Accountability	<i>To be assigned at the time of event</i>
• Student Release	<i>To be assigned at the time of event</i>
• AfterMath	<i>To be assigned at the time of event</i>
Planning / Intelligence	Brent Boothby
• Documentation	Cynthia Brown
• Situation Analysis	<i>To be assigned at the time of event</i>
Logistics	Denise Williams
• Supplies / Facilities	<i>To be assigned at the time of event</i>
• Staffing	<i>To be assigned at the time of event</i>
• Communications	<i>To be assigned at the time of event</i>
Finance & Administration	Denise Williams
• Timekeeping	<i>To be assigned at the time of event</i>
• Purchasing	<i>To be assigned at the time of event</i>
All Staff Personnel Pool	<i>All site staff to be of service as assigned at time of event; <u>No</u> staff is permitted to leave the school site until released by the principal or superintendent</i>

Keys to Responding

- **Confirm the Facts**
- **Communication / Contact**
 - **911**
 - **District Superintendent**
- **Convene the school Incident Response Team**
- **Set-up Command Center**
- **Implement Appropriate ICS Structure**
- **Establish Objectives**
- **Assign Staff to Meet Objectives**

Responding to an Incident—Timelines

The First 10 Minutes

1. Secure safety of students, staff. Get as many people out of harms way as soon as possible and as quickly as possible. Follow the school's incident policy or procedure in notifying the rest of the students and staff who may be in jeopardy.
2. Place calls to appropriate emergency agencies. Let them know what has happened and your exact location.
3. Activate your ICS team.
4. Provide whatever immediate medical help is needed and is possible.
5. Remain calm and keep others quiet so you can hear response agencies' arrival.
6. Get first-respondents into the building as safely and as quickly as possible.
7. Double check communication systems/assignments.

The Next 50 Minutes

1. Verify all ICS and staff assignments. Check that the assigned media person is present and make sure that person is responding.
2. Direct students, staff to "safe room" or "safe place" off-site if one has been designated.
3. Once incident has been contained, ask police, fire, etc. if you can have your response team roam the halls, playground, lunchroom, etc. with them.
4. Plan for a debriefing meeting for staff to be held as soon as possible.
5. Plan communication with parents, if appropriate.
6. Decide if any planned school event should be canceled.
7. Plan for support group involvement; get community assistance from appropriate agencies.
8. Decide if any additional support people are needed. Make immediate arrangements to get them to your site.
9. Begin strategies for **Rumor Control**: develop and distribute a *Fact Sheet*, distribute a list of *Informational Telephone Numbers*, describe anticipated *Next Steps*. (See attached sample of a community letter.)

COMMAND SECTION: INCIDENT COMMANDER

RESPONSIBILITIES: The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.

Ensure the safety of students, staff, and others on campus. Lead by example: your behavior sets tone for staff and students.

START-UP ACTIONS

- Obtain your personal safety equipment (i.e., hard hat, vest, clipboard with job description sheet).
- Assess the type and scope of emergency.
- Determine the threat to human life and structures.
- Implement the emergency plan and hazard-specific procedures.
- Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.
- Activate functions and assign positions as needed.
- Fill in the Incident Assignments form.
- Appoint a backup or alternate Incident Commander (as described in the emergency plan).

ONGOING OPERATIONAL DUTIES:

***** In all cases as directed by emergency responder (fire, police) ICS officers, district staff should focus on management of students, other ongoing and closing down duties will be handled by emergency responders.**

See bold font items specifically.

- Continue to monitor and assess the total school situation:
- View the site map periodically for search and rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Report (through Communications) to the school district on the status of students, staff, and facility, as needed (Site Status Report).**
- Develop and communicate revised incident action plans as needed.
- Begin student release when appropriate.**
 - NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian.
- Authorize the release of information.**
- Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release teachers as appropriate. (By law, during a disaster, teachers become disaster workers.)**

- ***Remain on and in charge of your campus until redirected or released by the superintendent.***

CLOSING DOWN:

- Authorize deactivation of sections, branches, or units when they are no longer required.
- At the direction of the Superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an “all clear,” contact the district before taking any further action.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Announce the termination of the emergency and proceed with recovery operations if necessary.
- Hold immediate de-briefing with ICS team
What worked?, What can be improved?
- Hold follow-up de-briefing 3 – 4 days later with ICS team, evaluators and stakeholders.
(Forward results and feedback to District Incident Response Plan Developer and Coordinator)

COMMAND SECTION: SAFETY OFFICER

RESPONSIBILITIES:

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.

START-ACTIONS:

- Check in with the Incident Commander for a situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as a vest, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
 - Document::
 - Messages received.
 - Action taken.
 - Decision justification and documentation.
 - Requests filled.

OPERATIONAL DUTIES:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as cascading events, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

CLOSING DOWN:

- When authorized by the Incident Commander, deactivate the unit and close out all logs.
 - Provide logs and other relevant documents to the Documentation Unit.
- Return equipment and reusable supplies to Logistics.

EQUIPMENT/SUPPLIES:

- Vest or position identifier, if available
- Hard hat, if available
- Clipboard, paper, pens
- Two-way radio, if available

COMMAND SECTION: PUBLIC INFORMATION OFFICER (PIO)

PERSONNEL: Available staff with assistance from available volunteers

POLICY:

The public has the right and need to know important information related to an emergency/disaster at the school site ***as soon as it is available.***

The PIO acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should be used only if the media is on campus and the district PIO is not available.

News media can play a key role in assisting the school in getting emergency/ disaster-related information to the public (parents).

Information released must be consistent, accurate, timely, ***and approved for release by the Incident Commander.***

START-UP ACTIONS:

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the PIO (by vest, visor, sign, etc.)
- Consult with the district PIO to coordinate information release.
- Assess the situation and obtain a statement from the Incident Commander. Tape record it if possible.
- Advise arriving media that the site is preparing a press release and the approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

OPERATIONAL DUTIES:

- Keep up to date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
 - Reassurance (EGBOK— “Everything’s going to be OK.”)

- Incident or disaster cause and time of origin.
- Size and scope of the incident.
- Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
- Resources in use.
- Best routes to the school, if known and if appropriate.
- Any information the school wishes to be released to the public.
- Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid using the phrase “no comment.”
- Remind school staff and volunteers to refer *all* questions from the media or waiting parents to the PIO.
- Update information periodically with the Incident Commander.
- Ensure that announcements and other information are translated into other languages as needed.
- Monitor news broadcasts about the incident. Correct any misinformation heard.

CLOSING DOWN:

- At the Incident Commander’s direction, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

COMMAND SECTION: PUBLIC INFORMATION OFFICER (PIO) (continued)

Rocklin Unified School District

SAMPLE -- PUBLIC INFORMATION RELEASE

Check (x) as appropriate: District/District-wide _____ School _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments. [Check off, fill in, and cross off as appropriate.]

_____ has just experienced a(n)

___ The (students/employees) [(are being) or (have been)] accounted for.

- ___ No further information is available at this time.
- ___ Emergency medical services [(are here) or (are on the way) or (are not available)].
- ___ Police [(are here) or (are on the way) or (are not available to us)].
- ___ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].
- ___ _____ [(are here) or (are on the way) or (are not available)].
- ___ Communication center(s) for parents (is/are) being set up at _____ to answer questions about individual students.
- ___ Communication center(s) for families (is/are) being set up at _____ to answer questions about individual employees.
- ___ Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). (#) _____ reported injured.
- ___ Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)].
- ___ Students have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at _____.
- ___ Confirmed deaths have been reported at _____.

Names cannot be released until families have been notified.

- ___ Structural damage has been reported at the following sites: _____.
- ___ Release restrictions: ___ No ___ Yes If yes, what? _____
- ___ Released to the public as Public Information Release # _____

Date/Time: _____

COMMAND SECTION: SCHOOL AGENCY REPRESENTATIVE TO ICS LIAISON

RESPONSIBILITIES: Critical position to serve as the point of contact for emergency responders from assisting organizations regarding communication with school district personnel and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

START-UP ACTIONS:

- Check in with the Emergency Responder Incident Commander for a situation briefing.
- Determine your personal operating location and set it up as necessary.
- Obtain the necessary equipment and supplies from Logistics.
- Put on a position identifier, such as a vest, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

OPERATIONAL DUTIES:

- Brief agency representatives on the current situation, priorities, and incident action plan.
- Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to agency representatives as necessary.

CLOSING DOWN:

- At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

EQUIPMENT/SUPPLIES:

- Vest or position identifier, if available
- Cell phone
- Two-way radio, if available
- Clipboard, paper, pens

OPERATIONS SECTION: OPERATIONS SECTION CHIEF

RESPONSIBILITIES:

The Operations Chief manages the direct response to the disaster, which can include:

***** Operation functions will be superseded by emergency responder activities, except in the case of student management.**

- Site Facility Check/Security
- Student Care
- Student Release

START-UP ACTIONS:

- Check in with the Incident Commander for a situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as a vest, if available.

OPERATIONAL DUTIES:

- Assume the duties of all operations positions until staff are available and assigned.
- As staff members are assigned, brief them on the situation, and supervise their activities, using the position checklists.
- If additional supplies or staff are needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.
- As information is received from operations staff, pass it on to situation analysis and/or the Incident Commander.
- Inform the Planning Section Chief of operations tasks and priorities.
- Make sure that operations staff are following standard procedures, using appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign staff within the section as needed.

CLOSING DOWN:

- At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

- Hold immediate de-briefing with ICS team
What worked?, What can be improved?
- Hold follow-up de-briefing 3 – 4 days later with ICS team, evaluators and stakeholders.
(Forward results and feedback to District Incident Response Plan Developer and Coordinator)

EQUIPMENT/SUPPLIES:

- Vest or position identifier, if available
- Two-way radio
- Job description clipboard, paper, pens
- Maps:
 - Search and rescue maps
 - Large campus map

STUDENT CARE: TEACHER RESPONSIBILITIES

PERSONNEL: All teachers and substitute teachers

RESPONSIBILITIES:

General:

- Assess the situation and remain calm.
- If the ground is shaking or wind is blowing to the point that glass breakage or other damage to the school poses a risk to students, lead **“drop, cover, and hold.”**
- Calm, direct, and give aid to students. Assist seriously injured students if possible.

Lockdown or Shelter in Place:

- If gunfire or explosions are heard, get everyone to lie flat on the floor.
- If shelter in place is activated, follow procedures as described in your school’s plan. (Note: These procedures should be in your classroom “Go Kit” as well.)

Evacuation:

- Check with your buddy teacher and assist as necessary.
- Take classroom Go Kit, emergency cards, and roll book.
- Evacuate to emergency assembly area:

- Check with your buddy teacher and assist or, if necessary, evacuate both classes together.
- Use the safest route; stay alert for hazards; move quickly and quietly.
- Close the classroom door, but leave it unlocked for search and rescue access.

Assembly Area:

- Instruct the students to sit on the grass or blacktop.
- Take attendance and complete a Student Accounting Form.
 - Implement Red / Green accountability signals in accordance with accounting of students.
- One of each pair of buddy teachers must take the accounting forms to documentation and reports (at the Command Post).

STUDENT CARE: TEACHER RESPONSIBILITIES (continued)

Remaining Supervising Teacher:

- Supervise and reassure students.
- Administer first aid as necessary, or send the student(s) to the First Aid area with his/her emergency card.
- Fill out a Notice of First Aid Care form if first aid is given. Retain one copy; attach the other to the emergency card.
- Locate each student's emergency card.
- Keep a record of the location of all students at all times, using the Student Accounting Form.
- Be alert for latent signs of injury/shock in *all* students.

Student Release:

- Student runners will bring a form requesting the student.
- Note that the student has left on the Student Accounting Form.
- Send the emergency card and any first aid forms with the student.
- The student will accompany the runner to the release area.
- If a parent demands the child, breaking release procedure, make an appropriate notation describing the incident on the emergency card and store it in the Classroom Kit. Avoid confrontations.

SUPPORT STAFF RESPONSIBILITIES

PERSONNEL:

Librarian
Cafeteria Workers
RSP
SDC
Classroom Aides
School Volunteers
Resource Teachers

Guidance Counselors
Maintenance Workers
Day Care Providers
ROP
Curriculum Specialist
Deans
Custodians

RESPONSIBILITIES:

- Follow standard safety procedures.
- If remaining with the students, follow Classroom Teacher Responsibility guidelines.**
- Check in at the Command Post for assignment.
- Report any known injuries or damage.
- Use safety equipment and follow directions.

OPERATIONS SECTION: MEDICAL TEAM LEADER

RESPONSIBILITIES: The Medical Team Leader is responsible for providing (temporary) emergency medical response, first aid, and counseling. He or she informs the Emergency Responder Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensures that appropriate actions are taken in the event of deaths.

START-UP ACTIONS:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment.
- Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish a point of entry (“triage”) into the treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate psychological first aid area if staff levels are sufficient.

OPERATIONAL DUTIES:

- Oversee the assessment, care, and treatment of patients.
- Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to the Operations Section Chief.
- Keep the Operations Section Chief informed of the overall status.

- Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan.
- Stay alert for communicable diseases and isolate appropriately.
- Consult with the Student Care Director regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).

OPERATIONS SECTION: MEDICAL TEAM LEADER (continued)

CLOSING DOWN:

- At the Incident Commander's direction, release medical staff who are no longer needed.
Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs.
Provide the logs and other relevant documents to the Documentation Unit.

EQUIPMENT/SUPPLIES:

- First aid supplies. (See the following list)
- Job description clipboards
- Vests, if available
- Tables and chairs
- Staff and student medication from the Health Office
- Masking tape
- Marking pens
- Blankets
- Quick reference medical guides
- Ground cover/tarps

Forms:

- Injury and Missing Persons Report
- Medical Treatment Log

Recommended First Aid Supplies:

- 4 x 4" compress: 1000 per 500 students
- 8 x 10" compress: 150 per 500 students
- Kerlix bandaging: 1 per student
- Ace wrap: 2-inch: 12 per campus
- Ace wrap: 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each of sm, med, lg.
- Steri-strips or butterfly bandages: 50 per campus
- Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- Neosporin: 144 squeeze packs per campus
- Hydrogen peroxide: 10 pints per campus
- Bleach: 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls/campus 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid Books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pair

OPERATIONS SECTION: MEDICAL TEAM

PERSONNEL: First-aid trained staff and volunteers

RESPONSIBILITIES: Use approved safety equipment and techniques.

START-UP ACTIONS:

- Obtain and wear personal safety equipment including latex gloves.
- Check with the Medical Team Leader for assignment.

OPERATIONAL DUTIES:

- Administer appropriate first aid.
- Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to the Medical Team Leader.
- If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference—**do not send any records with the victim.**
- A student's emergency card must accompany each student removed from campus to receive advanced medical attention. Send an emergency out-of-area phone number, if available.

Triage Entry Area:

The triage area should be staffed with a minimum of two trained team members, if possible.

- One member confirms the triage tag category (red, yellow, green) and directs to the proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged.
- Second team member logs victims' names on form and sends the forms to the Command Post as completed.

Treatment Areas (“Immediate and Delayed”):

Treatment areas should be staffed with a minimum of two team members per area, if possible.

- One member completes secondary head-to-toe assessment.
- Second member records information on the triage tag and on-site treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using the two-way radio, do not use the names of the injured or dead.

CLOSING DOWN:

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of hazardous waste safely.
- Complete all paperwork and turn it in to the Documentation Unit.

PERSONNEL: Classroom teachers, substitute teachers, and staff as assigned.

RESPONSIBILITIES: Ensure the care and safety of all students on campus except those who are in the medical treatment area.

START-UP ACTIONS:

- Wear an identification vest, if available.
- Take a job description clipboard and radio.
- Check in with the Operations Section Chief for a situation briefing.
- Make personnel assignments as needed.
- If evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

OPERATIONAL DUTIES:

- Monitor the safety and well-being of the students and staff in the assembly area.
- Administer minor first aid as needed.
- Support the Student Release process by releasing students with the appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the PIO.

CLOSING DOWN:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

EQUIPMENT/SUPPLIES:

- Vest
- Clipboard with job description
- Ground cover, tarps
- First aid kit
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting Form
- Notice of First Aid Care
- Campus two-way radio

- Water, food, sanitation supplies

OPERATIONS SECTION: STUDENT RELEASE

PERSONNEL: School secretary, available staff and disaster volunteers. Use a buddy system. The Student Release process is supported by student runners.

RESPONSIBILITIES: Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates. (Police assistance may be requested to facilitate an orderly release of students.)

RUSD Board policy regarding Release of Students

The following procedures shall be followed in releasing students in the event of an emergency or disaster:

1. The school staff shall receive authorization from the Superintendent or designee before releasing students.
2. Individual students shall not leave school without receiving permission from the Principal or designee.
3. If possible, staff shall release students only to persons authorized on the student emergency card.
4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
5. The Principal or designee shall record the release of all students.

START-UP ACTIONS:

- Obtain and wear a vest or position identifier, if available.
- Check with the Operations Section Chief for assignment to the Request Gate or Release Gate.
- Obtain necessary equipment and forms from Logistics.
- Secure the reunification area against unauthorized access. Mark the gates with signs.
- Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents outside of the fence at the Request Gate. Assign volunteers to assist.

- Set up the Release Gate some distance from the Request Gate.

OPERATIONAL DUTIES: Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians:

- Refer all requests for information to the POI. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to Logistics. If they are not registered (i.e., do not have badges), direct them to a branch library to register.
- Translators may need to be operationalized to facilitate verbal communication with non-English speaking parents.

OPERATIONS SECTION: STUDENT RELEASE (continued)

PROCEDURES:

- The requesting adult fills out a Student Release Form, gives it to a staff member, and shows identification.
- The staff member verifies the identification, pulls the Emergency Card from the file, and verifies that the requester is listed on the card.
- The staff member instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, a runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- The runner takes the form(s) to the designated classroom.

Note: If a parent refuses to wait in line, don't argue. Note the time with appropriate comments on the Emergency Card and place it in the out box.

If the student is with the class:

- Runner shows the Student Release Form to the teacher.
- The teacher marks the box, "*Sent with Runner.*"
- If appropriate, the teacher sends the parent copy of the First Aid Form with the runner.
- The runner walks the student(s) to the Release Gate.

- The runner hands the paperwork to release personnel.
- Release staff match the student to the requester, verify proof of identification, ask the requester to fill out and sign the lower portion of Student Release Form, and release the student. Parents are given the Notice of First Aid Care Given, if applicable.

If the student is not with the class:

- The teacher makes the appropriate notation on the Student Release Form:
 - “Absent” if the student was never in school that day.
 - “First Aid” if the student is in the Medical Treatment area.
 - “Missing” if the student was in school but now cannot be located.
- The runner takes Student Release Form to the Command Post.
- The Command Post verifies the student’s location if known and directs the runner accordingly.
- If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning “Missing” forms to the Command Post for verification.
- The parent should be notified of the missing student’s status and escorted to a incident counselor.
- If the student is in First Aid, the parent should be escorted to the Medical Treatment Area.
- If the student was marked absent, the parent will be notified by a staff member.

CLOSING DOWN:

- At the direction of the Operations Section Chief, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn it in to the Documentation Unit.

EQUIPMENT/SUPPLIES:

- Job description clipboards
- Pens, stapler
- Emergency Cards
- Signs to mark Request Gate and Release Gate
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes

Forms:

- Student Release Form (copies for every student)

OPERATIONS SECTION: SCHOOL COUNSELOR / PSYCHOLOGIST *(beinnina of*

Responsibilities: Attend to the counseling needs of the students and staff.

- Report to the Command Center and check in and put on I.D.

- Serve as the intake counselor for highly traumatized students/parents.
- Notify or meet with the parents of victims.
- Assist the school Incident Response Team Student Liaison in getting all students appropriate support
- Conduct psychological triage and assessment for students and staff.
- Set up and run the Post-vention Safe Rooms for students and staff.
- Set up staffing as necessary. Assess needs and decide on the extent of emotional support needed
- Keep accurate records of activities and report back to the CRT Leader
- Decide on Safe Rooms
 - Possible safe rooms: library, computer lab, administrative offices
 - Set up directional signs
- Send updates to the Command Center: staffing, community assistance, supplies, other needs
 - Keep a log of students and staff using the services
 - Send ongoing updates to the Command Center
- Ongoing (aftermath) assessment of emotional support needed
 - Be available on the playground at recess.
 - Meet with individuals, as needed.
 - If the incident included the death of a teacher, pay particular attention to that classroom.
 - Consult with the district school services director and advise him/her of stress management resources needed.
 - Conduct group meetings with students, parents, and staff as needed.

Supplies needed:

- Current community resource list,
- assessment forms, Aftermath Forms
- tissue,
- puppet or stuffed animals.

LOGISTICS SECTION: LOGISTICS SECTION CHIEF

RESPONSIBILITIES: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

START-UP ACTIONS:

- Check in with the Incident Commander for a situation briefing.
- Open the supplies container or other storage facility.
- Put on position identifier, such as a vest, if available.
- Begin distribution of supplies and equipment as needed.
- Ensure that the Command Post and other facilities are set up as needed.

OPERATIONAL DUTIES:

- Assume the duties of all Logistics positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of the cargo container, supplies and equipment.

CLOSING DOWN:

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

EQUIPMENT/SUPPLIES:

- Two-way radio
- Job description clipboard
- Paper, pens
- Cargo container or other storage facility and all emergency supplies stored on campus
- Clipboards with volunteer sign-in sheets
- Forms:
 - Communications Log
 - Message forms

LOGISTICS SECTION: SUPPLIES/FACILITIES

RESPONSIBILITIES:

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

START-UP ACTIONS:

- Check in with the Logistics Section Chief for a situation briefing.
- Open the supplies container or other storage facility if necessary.
- Put on a position identifier, such as a vest, if available.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

OPERATIONAL DUTIES:

- Maintain security of the cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up the Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.

CLOSING DOWN:

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

EQUIPMENT/SUPPLIES:

- Two-way radio
- Job description clipboard
- Paper, pens
- Cargo container or other storage facility and all emergency supplies stored on campus

LOGISTICS SECTION: STAFFING

RESPONSIBILITIES:

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

START-UP ACTIONS:

- Check in with the Logistics Section Chief for a situation briefing.
- Put on a position identifier, such as a vest, if available.
- Open three logs to list staff, volunteers, and students who are awaiting assignment.

OPERATIONAL DUTIES:

- Deploy personnel as requested by the Incident Commander.
- Sign in volunteers, making sure that volunteers are wearing their ID badges and are on the site disaster volunteer list.

CLOSING DOWN:

- Ask volunteers to sign out.
- At the Logistic Section Chief's direction, close out all logs and turn them in to Documentation.

- Return all equipment and supplies.

EQUIPMENT/SUPPLIES:

- Two-way radio
- Job description clipboard
- Paper, pens
- Cargo container or other storage facility and all emergency supplies stored on campus
- Clipboards with volunteer sign-in sheets

LOGISTICS SECTION: COMMUNICATIONS

PERSONNEL:

- A school staff member with a campus two-way radio**, supported by student or disaster volunteer runners, and **a disaster volunteer who is a qualified amateur radio operator.**

RESPONSIBILITIES:

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

START-UP ACTIONS:

- Set up the Communications station in a quiet location with access to the Command Post.
- Turn on radios and advise the Command Post when ready to accept traffic.

OPERATIONAL DUTIES:

- Communicate with the district EOC per district procedure. At the direction of the Incident Commander, report the status of students, staff, and campus, using the Site Status Report form.
- Receive and write down all communications from the district EOC.**
- Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.
- Maintain the Communications Log: date/time/originator/recipient
- Follow communications protocol. Do not contact the city directly if the district EOC is available.
- Direct the media or the public to the PIO.
- Monitor AM/FM radio for local emergency news: [specify station(s) and frequency].

CLOSING DOWN:

- Close out all logs, message forms, etc. and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

EQUIPMENT/SUPPLIES:

- Two-way radios with spare batteries for each
- Paper, pens
- Table and chairs
- AM/FM radio
- File boxes, tote tray for outgoing messages
- Forms:
 - Emergency Status Report
 - Message forms

IV. Building & Safety Maps

- Evacuation

(See attached maps, immediately following)

- Site map should include ICS Command Post primary and alternative locations.
- Evacuation maps and routes should include primary routes of exit and secondary routes of exit if primary route is blocked, dangerous, or otherwise unavailable or unsafe. (Each should be practiced yearly.)
- Evacuation activities should include all individuals on the campus, and meet annually specified compliance and timeliness goals with use of ICS at least 2 times per year.
- The annual compliance and timeliness goals for this site include:
 - Evacuation of all individuals to area “A” (park adjacent to school): within 8 minutes minutes.

- Emergency Shut-off maps and procedures

(See attached maps, immediately following)

- Material Safety Data Sheet containing type and location of all hazardous materials.

The Material Safety and Data Sheets binder is kept in the Custodian’s office in the Multi-purpose Room. The only hazardous materials are cleaning products which are kept in the locked custodian’s closets, adjacent to the Custodian’s Office, and in the custodian’s closet in the MPR.

(See attached map, immediately following)

V. Incident Specific Strategies

Restraining Order Procedures

Annual Process Tool Updating Activity	Responsibility	When?
Clear file	Cynthia Brown/Denise Williams	August
Make copies of the quick scan sheet	Cynthia Brown/Denise Williams	August
Tag emergency cards	Cynthia Brown/Denise Williams	September / Ongoing
Review restraining order procedures with staff	Cynthia Brown/Denise Williams	September
Inform office subs of special alert students and the procedures to follow	Cynthia Brown/Denise Williams	Ongoing

Restraining Order Procedures:

Parent brings in the restraining order.

1. Fill in the quick scan sheet while the parent is there.
2. Was the restraining order served? If yes, when? If no, when will it be served?
3. Parent fills out a new emergency card. Flag the card.
4. Teacher is notified.
5. Staff is notified.
6. Transportation is notified.

Restrained parent comes to the office to request the child from the classroom.

***** DO NOT CALL THE CHILD TO THE OFFICE.**

1. **Stall.** Call but have difficulty locating the class.
2. Tell the parent you are going to ask an administrator if he knows where the class is. The administrator or designee calls the police.
3. Secretly instruct the teacher to secure her room. "Mrs. Brown, the locksmith is here."
4. Call adjacent rooms with "locksmith" cue.
5. Call the police from another office, if they have not been called.

Restrained parent is on campus without checking in at the office.

1. Initiate Lockdown Procedures

2. Call 911
3. Instruct the teacher to secure the classroom. "The locksmith is here." If the student is not in the room, the teacher informs the office regarding the student's location.

A special alert child is called to the office. The classroom teacher should ask the reason before sending the child to the office.

Bomb Threat Procedures:

**Rocklin Unified School District
Regulation AR 3516.2**

Administrative

Bomb Threats

Receiving Threats

This regulation has been prepared to assist school administrators and staff in their initial response to incidents involving explosives, explosive devices, or explosion/bombing incidents. Under no circumstances should these guidelines be interpreted as compromising the safety of students, staff, administrators, or the public. When confronted with an incident involving explosives, safety shall always be the primary consideration.

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery, or other voices. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

Procedures

1. Any employee who receives a bomb threat shall immediately notify the principal or their administrative lead designee. In turn, the principal or designee will call 911 by a landline phone or (916) 632-4093 by a cell phone to report the threat to law enforcement.
2. Any student or employee seeing a suspicious package shall promptly notify the principal or designee and follow the Procedures for Handling Potentially Explosive Devices as outlined in the Incident Response Manual.

3. Through review of bomb threat information, the principal or designee shall determine credibility of threat and determine the need to evacuate the school using fire drill signals and institute standard evacuation procedures as specified in the emergency plan.

Upon determination of the need to evacuate, the evacuation site should first be observed for suspicious packages or devices by the principal or designee. Upon evacuating, all staff and students should take personal belongings in their immediate vicinity.

(cf. 3516 - Emergency and Disaster Preparedness Plan)
(cf. 3516.1 - Fire Drills and Fires)

4. The principal or designee shall instruct all staff, students, and visitors to not transmit on any equipment that produces radio frequency energy, including cell phones, within 300 feet of suspected device locations.

Law enforcement, including Student Resource Officers (SROs) shall conduct the bomb search. The school site administrative team, as instructed by law enforcement, shall assist in the bomb search. No school staff shall handle any explosive or incendiary device.

Except for school police officers and school site administration designated by law enforcement to assist in the search, no staff or students shall reenter the threatened building(s) until the law enforcement advises the principal or designee that reentry is safe.

Any student who makes a bomb threat shall be subject to disciplinary procedures up to and including suspension, expulsion, and criminal charges.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

44810 Willful interference with classroom conduct

48900 Grounds for suspension or expulsion

51202 Instruction in personal and public health and safety

PENAL CODE

17 Felony, misdemeanor, classification of offenses

148.1 False report of explosive or facsimile bomb

245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

594 Vandalism; penalty

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

Approved: February 1, 2006 Rocklin, California

Bomb Incident Plan

Making a bomb threat is a crime in the state of California and must be reported. If officers respond, they will make a report at the scene. If you have decided to treat the threat as a hoax, you still need to call in and report the threat by calling the local law enforcement non-emergency number to report that you have received a bomb threat. Notifying the authorities is important. If there are multiple hoax reports at certain locations, the police will attempt to locate and trace the telephone calls responsible for those threats.

The principals of each school should hold a meeting with the faculty and staff to discuss the Bomb Incident Plan. The principal or his or her designee is responsible for evacuating the school. The key to handling any kind of bomb threat is a very small amount of preparation, training, and practice. With this commitment, a bomb incident can be handled very well and without incident. Without it, a bomb threat can be disaster.

Receiving a Bomb Threat Telephone Call

- Always have a Bomb Threat Report Form near call-taker stations.
- Fill out the Bomb Threat Report Form as the caller is speaking.
- Listen closely to the voice (male or female), voice quality (calm, excited), accents, and speech impediment. Immediately after the caller hangs up, report the threat to the person designated by the administration to receive such information.
- Report the information immediately to law enforcement.
- Remain available because law enforcement personnel will want to interview you.
- When a written threat is received, save all materials, including the envelope or container. Once the message is recognized as a bomb threat, further handling should be avoided. Every possible effort must be made to retain such evidence as fingerprints, handwriting or typewriting samples, paper, and postal marks. These items will prove essential in tracing the threat and identifying the writer.
- Although written messages are usually associated with generalized threats or extortion attempts, a written warning of a specific device occasionally may be received. It should never be ignored.

Decision Time

There are three alternatives in handling a bomb Threat:

1. Ignore the threat.
2. Search and evacuate, if warranted.
3. Evacuate immediately.

The Search

It is imperative that personnel involved in a search be instructed that their *only* mission is to search for and report suspicious objects. Under no circumstances should anyone move, jar, shake, or touch a suspicious object or anything attached to it. The removal or disarming of a bomb must be left to the professionals in explosive ordinance disposal.

Each facility should have designated searchers who report to the Incident Commander. Each searcher will be responsible for a geographic area of the school and should be very familiar with the things that do and do not belong in this area. If the school is evacuated and the searchers complete their task and report to the Incident Commander that no device was found, then the next decision is to search further or resume school. If however, the searchers do

report one or more unusual objects, such as suitcases, packages, or briefcases that do not belong in their specific area, the next step would be to report the incident to the police.

The location of the device needs to be ascertained first. The local police have access to dogs that can sniff out explosives. If you believe that the bomb threat is a serious threat, evacuate the area and call the police by dialing 911. If you feel that the threat is possible, but not probable, the single biggest help you can provide to law enforcement is to locate – but not move – the device.

Bombs can be constructed to look like almost anything and can be placed or delivered in any number of ways. The probability of finding a bomb that looks like the stereotypical bomb is almost nonexistent. The only common denominator that exists among bombs is that they are designed or intended to explode.

Most bombs are homemade and are limited in their design only by the imagination of, and the resource available to, the bomber. Remember, when searching for a bomb, suspect anything that looks unusual. Let the trained bomb technician determine what is or is not a bomb.

With the use of pagers and cell phones all around us, a bomb that is sensitive to RF energy would probably have detonated already. Handheld radios should be used on campus. A communications network is needed to make an effective search. However, specific directions should be given to all search personnel to refrain from using radios near anything they deem to be suspicious. If a suspicious object is found, use this commonsense rule: *If you can see a bomb, it can “see” you.*

If the police have been called, assign someone to escort the officer(s) to the Incident Commander. The officer(s) and the Incident Commander should have an immediate conference. The arrival of the police will lead to another viewing of the device or use of a dog to confirm the presence of explosives. Then a decision will be made by the supervisor or senior officer on the scene to call in the bomb squad. Once these officers have confirmed the device in place, they will make a decision how best to render the device harmless.

Responding to Bomb Threats

It is critical to train the school staff who answer the telephone to properly handle a bomb threat call. If practical, run mock telephone drills and evaluate the information recorded by the call takers. Instruct all personnel, especially those at the telephone switchboard, in what to do if a bomb threat call is received. It is not recommended that students operate school switchboards. (this is especially true during a rash of threat hoaxes. More experienced staff should handle the phone). It is always desirable for more than one person to listen in on the call. A covert signaling system may be implemented by using hand signals, preprinted signs, or any other method that will alert a nearby worker. Bomb Threat Report Forms should be available at all call-taker locations.

A calm response to the bomb threat caller could result in obtaining additional information. This is especially true if the caller wishes to avoid injuries or death. If told that the building is occupied or cannot be evacuated in time, the bomber may be willing to give more specific information on the bomb's location, components, or method of installation.

If the individual making the threat sounds like a giggling child and does not give any specific information relative to the device itself, then you may conclude that the bomb threat is a false threat. The things that increase your awareness of the seriousness of the problem are such factors as the caller being very specific about:

- The type of device
- The type of explosives used
- The placement of the device
- The time it is going to go off
- Whether it is intended to harm people
- The motive for setting the device

One or more of these factors can be used to determine the validity of the threat. If all the criteria above are met, there is a high probability that the device is real and in place, and evacuation should be conducted immediately. The decision to evacuate the school ultimately rests with the principal.

The bomb threat caller is the best source of information about the bomb. When a telephone caller makes a bomb threat, keep in mind that following guidelines:

- Try to keep the caller on the line as long as possible. Ask him or her to repeat the message. *Record every word that is spoken by the caller.*
- If the caller does not indicate the location of the bomb or the time of the possible detonation, ask him or her for this information. Inform the caller that the building is occupied and that the detonation of a bomb could result in death or serious injury to many innocent people.
- Pay particular attention to background noises, such as motors running, music playing, people talking, and any other noise that may give a clue about the location of the caller.

Unfortunately, each set of circumstances has its own dynamic and special problems. These are intertwined and when looked upon as a total entity they can help you see the problem in better focus.

The Evacuation

All teachers are required to take their attendance rosters with them during an evacuation. For a bomb threat, teachers should make a cursory inspection of their room for unidentified objects before evacuating. If a PA system is available in the school, establish a secret code known only to the teachers. Announce this code over the PA system to signal teachers to make a quick search of their areas for unidentified objects. Student emergency card information should also be taken during the evacuation. This information will be necessary for reuniting parents and students should the need arise.

The Hoax

An important consideration for all principals must be the message that we send to threatening persons by evacuating a school. In essence, we are giving the person delivering the phony threat just what he or she wants – the disruption of school activity and continuing physical and emotional impact on the staff and students.

This is not to say that public relations considerations are not a factor in our decision-making process. We have to consider the image of the school and the relations that we have with the parents and neighbors as factors in our decision-making process. For example, if there was a

destructive event at a school recently and the concerns of parents and district officials were very high, we may want to conduct a search or evacuation anyway. A cursory search or building evacuation can both be sound practices to show all concerned parties that we are taking care of the safety issues regarding children. We never want to be lulled into a sense of false security and assume that all threats are false.

Bomb Threats: The Decision-Making Process

Professional judgment and experience are essential in evaluating whether a bomb threat is genuine. Each incident will need to be evaluated independently. Examine each fact and consider the incident as a whole before rendering your decision.

Levels of Concern

Generally, three degrees of concern exist and warrant the following actions:

Cold. The caller is not taken seriously because of one or more of the following reasons:

- Caller's statement.
- Caller's behavior.
- Immature voice, indicating that a child is making the threat.
- Short statement – caller then hangs up.

Evacuation of the school is not deemed necessary.

Warm. The threat is serious enough to merit investigation for the following reasons:

- Caller provides some information about the device.
- Caller's voice and tone elicit some concern.

Use a secret code that alerts teachers to check their areas for unidentified objects.

Notify law enforcement, using the non-emergency numbers.

Hot. The caller is serious and you must act immediately for the following reasons:

- Caller is convincing and sounds as if he or she knows what he or she is doing.
- Caller provides a lot of information.
- Caller describes the bomb, its location, and the type of explosive used.
- Caller gives a reason for planting a bomb.

Evacuate the school immediately and notify the police by calling 911.

Handling of Potentially Explosive Devices on School Grounds

Should a bomb threat be received, or suspicious and /or unidentifiable device of potentially explosive and/or dangerous results be discovered on school grounds, the Principal or his/her designated representative shall:

- A. Immediately notify local police or sheriffs department of intended actions.
 - a. DO NOT DISTURB OR MOVE A SUSPICIOUS OBJECT.
- B. The Principal or his/her designated NIMS Incident Commander may request assistance as determined appropriate through discussion with law enforcement. If assistance is requested, state clearly where he or his representative will meet officers.
- C. Notify:
 - a. The Superintendent or designee.
 - b. Others on the site's NIMS team.
 - c. Activate NIMS Emergency Plan & Evacuation procedures.
- D. Make the decision on whether or not to evacuate the campus. Use fire alarm to initiate evacuation procedure.
- E. Avoid any publicity concerning the bomb treat. If the "bomb threat" caller has alerted the news media, assistance for the Principal in working with the press will be supplied through the District Office NIMS Public Information Officer (RUSD Superintendent).
- F. NO ONE SHOULD BE PERMITTED TO TOUCH, HANDLE, OR MOVE THE SUSPICIOUS OBJECT.
- G. If a search is to be conducted, police will be asked to conduct such a search.

VI. FORMS

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Rocklin Unified School District
SAMPLE -- PUBLIC INFORMATION RELEASE

Check (x) as appropriate: District/District-wide _____ School _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments. [Check off, fill in, and cross off as appropriate.]

_____ has just experienced a(n)

___ The (students/employees) [(are being) or (have been)] accounted for.

___ No further information is available at this time.

___ Emergency medical services [(are here) or (are on the way) or (are not available)].

___ Police [(are here) or (are on the way) or (are not available to us)].

___ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

___ _____ [(are here) or (are on the way) or (are not available)].

___ Communication center(s) for parents (is/are) being set up at _____ to answer questions about individual students.

___ Communication center(s) for families (is/are) being set up at _____ to answer questions about individual employees.

___ Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). (#) _____ reported injured.

___ Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)].

___ Students have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at

___ Confirmed deaths have been reported at _____.

Names cannot be released until families have been notified.

___ Structural damage has been reported at the following sites:

_____.

___ Release restrictions: ___ No ___ Yes If yes, what?

___ Released to the public as Public Information Release # _____

Date/Time: _____

Rocklin Unified School District MARIA MONTESSORI CHARTER ACADEMY Student Check-out Form	
Date:	Time:
Parent Name:	Phone Number: () <i>Circle type of phone:</i> Work # Home # Cell #
Parent Signature:	Other #: _____
Student Name(s):	
Reason for Check Out: ___ <i>Absent</i> ___ Missing ___ <i>First Aid</i> ___ Released to Parent/Guardian	
Office / Teacher Signature:	

Rocklin Unified School District
MARIA MONTESSORI CHARTER ACADEMY
 Student Check-out Form

Date:	Time:
Parent Name:	Phone Number: () <i>Circle type of phone:</i> Work # Home # Cell # Other #: _____
Parent Signature:	
Student Name(s):	
Reason for Check Out: ___ <i>Absent</i> ___ Missing ___ <i>First Aid</i> ___ <i>Released to Parent/Guardian</i>	
Office / Teacher Signature:	

STUDENT RELEASE LOG

School: _____ Date: _____

Time In	Student's Name	Disposition	Time Out	Name of Person Released To	Signature

Effective date of order:	
Expiration date of order:	
Picture of the restrained person provided:	
Yes	No
Name of the parent/guardian the child lives with:	
Home phone: ()	
Work phone: ()	
Emergency phone contact:	
Name:	Phone: ()
Name:	Phone: ()

Bomb Threat Checklist

Today's Date ____/____/____

Information on call

Date of call	Time of call <input type="checkbox"/> AM <input type="checkbox"/> PM	Duration of call	Phone number called: (____) _____
Name of person called:			Phone number to call for follow up: (____) _____

Questions for caller (Try to ask these questions and document responses)

When will bomb explode?	What kind of bomb is it?	What will cause the bomb to explode?
Where is the bomb located?	What does the bomb look like?	What is your name?
Did you place the bomb? If so, why?	Where are you calling from?	
Document exact wording of threat:		

Information on caller

Gender of caller: Male Female Unknown

Approximate age of caller: _____ Does voice sound familiar? If yes, who does it sound like? _____

Description of caller (Check all that apply)

Voice	Speech	Language	Behavior	Background Noises	Background Conditions
<input type="checkbox"/> Clear	<input type="checkbox"/> Accented	<input type="checkbox"/> Educated	<input type="checkbox"/> Agitated	<input type="checkbox"/> Airport	<input type="checkbox"/> Tavern/Bar
<input type="checkbox"/> Distorted	<input type="checkbox"/> Deliberate	<input type="checkbox"/> Foreign	<input type="checkbox"/> Angry	<input type="checkbox"/> Animals	<input type="checkbox"/> Television
<input type="checkbox"/> Hoarse	<input type="checkbox"/> Distinct	<input type="checkbox"/> Foul	<input type="checkbox"/> Blaming	<input type="checkbox"/> Baby	<input type="checkbox"/> Traffic
<input type="checkbox"/> Loud	<input type="checkbox"/> Fast	<input type="checkbox"/> Intelligent	<input type="checkbox"/> Calm	<input type="checkbox"/> Birds	<input type="checkbox"/> Train
<input type="checkbox"/> Muffled	<input type="checkbox"/> Hesitant	<input type="checkbox"/> Irrational	<input type="checkbox"/> Clearing Throat	<input type="checkbox"/> General Noise	<input type="checkbox"/> Typing
<input type="checkbox"/> Nasal	<input type="checkbox"/> Lisped	<input type="checkbox"/> Rational	<input type="checkbox"/> Crying	<input type="checkbox"/> Guns Firing	<input type="checkbox"/> Water/Wind
<input type="checkbox"/> Pitch – High	<input type="checkbox"/> Slowed	<input type="checkbox"/> Slang	<input type="checkbox"/> Fearful	<input type="checkbox"/> gymnasium	<input type="checkbox"/> Other
<input type="checkbox"/> Pitch – Mid	<input type="checkbox"/> Slurred	<input type="checkbox"/> Uneducated	<input type="checkbox"/> Intoxicating	<input type="checkbox"/> Machinery	
<input type="checkbox"/> Pitch – Low	<input type="checkbox"/> Stuttered	<input type="checkbox"/> Unintelligible	<input type="checkbox"/> Laughing	<input type="checkbox"/> Music	
<input type="checkbox"/> Pleasant	<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Nervous	<input type="checkbox"/> Party	
<input type="checkbox"/> Raspy			<input type="checkbox"/> Self-Righteous	<input type="checkbox"/> PA system	
<input type="checkbox"/> Smooth			<input type="checkbox"/> Other	<input type="checkbox"/> Quiet	
<input type="checkbox"/> Soft				<input type="checkbox"/> Restaurant	
<input type="checkbox"/> Squeaky				<input type="checkbox"/> Static	
<input type="checkbox"/> Unclear				<input type="checkbox"/> Street Noise	
<input type="checkbox"/> Other				<input type="checkbox"/> Talking	

Other – Please provide any additional details or information: _____

Rocklin Unified School District
MARIA MONTESSORI CHARTER ACADEMY
Staff Emergency Information

PERSONAL DATA			
Name:		Spouse's Name:	
Home Address:		Home Address (if different):	
Home Phone:	Work Phone: Ext.:	Home Phone:	Work Phone: Ext.:
Cell:	Pager:	Cell:	Pager:

EMERGENCY CONTACTS	
Person to Call in an Emergency:	Phone: Relationship:
Person to Call in an Emergency:	Phone: Relationship:

MEDICAL INFORMATION		
Physician:	Phone:	Birth Date:
Hospital:		
Insurance Carrier:	ID#	Blood Type:
Allergies	Other Medical Information:	

CHILDREN WHO ATTEND MMCA	
Name	Classroom

Date Completed	Signature
-----------------------	------------------

RUSD Personnel to complete annually

CLASSROOM POTENTIAL HAZARDS CHECKLIST

School: _____ Room _____

	Yes	No	Unknown	Not Applicable
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?				
Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teachers desk.)				
Are aquariums and other potentially hazardous displays located away from seating areas?				
Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?				
Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?				
Is the classroom piano secured against rolling during an earthquake?				
Are wall mounted clocks, maps, fire extinguishers, etc., secured against falling?				
Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?				
Is lab equipment secure to prevent movement?				
Are chemicals stored to prevent spillage?				
Is ventilation adequate where chemicals are stored?				
Are typewriters, computers and other heavy equipment secured to prevent movement?				
Are animal cages secured to prevent movement?				
Are objects around doors secured so as not to fall and block egress?				

Completed by: _____

EMERGENCY STATUS RECORD

This form is to be completed and forwarded to the District Office by the Principal or designee as soon as evacuation has been completed and the required information collected. ***An alert phone contact should be made to the district office at the beginning of the incident.***

School: _____

Completed by: _____ Date: _____ Time: _____

Immediate Assistance Required

None Medical Fire
 Search & Rescue Support Personnel

Condition of Students

All Accounted For No Injuries No immediate help required

 Missing (number)

Names

Trapped in Building (number)

Names

_____ Injured (number) _____ Number Requiring Immediate Medical Attention

Names	Type of Injury

EMERGENCY STATUS RECORD (continued)

Condition of Staff

_____ All Accounted For _____ No Injuries _____ No immediate help required

_____ Missing (number)

Names

_____ Trapped in Building (number)

Names

_____ Injured (number) _____ Number Requiring Immediate Medical
Attention

Name	Type of Injury

Condition of School Building and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

EMERGENCY STATUS UPDATE REPORT

School:

—

Completed by: _____ Date: _____ Time:

_____ Number of children remaining at school

_____ Number of staff members remaining to care for children

_____ Assistance Required:

_____ water

_____ food

_____ blankets

_____ additional personnel (number) to assist in student care

_____ Other:

-

-

-

-

-

-

-

To be completed by RUSD personnel and Fire Inspector annually

EVACUATION ROUTES HAZARD CHECKLIST

School:

	Yes	No	Location
Is any maintenance and/or repairs being done that places construction obstacles in normal evacuation routes?			
Do hallways and/or doors contain glass panels?			
Are these panels of safety (tempered) glass?			
Do lockers, bookshelves and other storage units line hallways?			
Is lighting dependent on electricity rather than sunlight?			
Do building exit routes pass through arcades, canopies or porch-like structures?			
Are clay or slate tiles on roofs of school buildings?			
Are gas, sewer and power lines near outdoor assembly areas?			

Note:

- (1) This form is to be completed each school year prior to return of teachers.
- (2) Results from this assessment may:
 - result in memo to staff alerting them to temporary changes in normal evacuation routes

- require the completion of a Hazardous Report Form

Completed by: _____ Date: _____

INJURY AND MISSING PERSONS REPORT

Teacher's Name: _____ Date: _____

School: _____ Room: _____

INJURED		
Name	Type of Injury	Location

MISSING PERSONS	
Name	Possible Location

MEDICAL TREATMENT LOG

VICTIM	TREATMENT	TIME

Role	Name	Time Assigned
Incident Commander (Administrator)		
Safety		
Public Information		
School Agency Representative to ICS Liaison		
Operations		
• Site Facility Check / Security		
• Medical		
• Student, Staff, Visitor Care & Accountability		
• Student Release		
• AfterMath		
Planning / Intelligence		
• Documentation		
• Situation Analysis		
Logistics		
• Supplies / Facilities		
• Staffing		
• Communications		
Finance & Administration		
• Timekeeping		
• Purchasing		
All Staff Personnel Pool		

Page _____ of _____

**Rocklin Unified School District
EMERGENCY RESPONSE DOCUMENTATION LOG**

VII. Emergency Phone Numbers / Contact List

To be updated annually

First Name	Last Name	Title	Alt Phone	Home Phone
Ramon	Baldonade	After School Care/Library/Lunch Sup	(916) 521-3620	(916) 409-5680
Stefanie	Baldonade	Preschool Teacher	(916) 521-3332	(916) 409-5680
Julia	Bass	Preschool Director	(916) 508-1871	(916) 663-1871
Brent	Boothby	Executive Director	(916) 768-1465	(916) 253-7091
Chrystina	Boothby	Coral Teacher	(916) 768-2097	(916) 253-7091
Adelita	Bordelon	Red Teacher	(530) 906-8281	
Cynthia	Brown	Secretary	(916) 204-0001	(916) 435-0290
Diane	Bryant	Purple Teacher	(916) 591-4347	(530) 268-8552
Matilde	Celestial	Lunch Supervisor	(916) 410-2684	
Julie	Cohodes	Orange Teacher	(530) 368-2744	(530) 878-1513
Laura	Crouch	Coral Teacher	(916) 410-2454	(916) 722-1810
Lisette	DeLong	Lunch Supervisor	(916) 276-6463	(916) 315-2653
Sandra	Foster	Green Teacher	(916) 878-0791	
Robyn	Fratessa	Aqua Teacher	(916) 343-2741	(916) 409-9380
Adrienne	Garcia	Orange Teacher	(916) 317-9909	
Darlene	Harper	Blue Teacher	(916) 218-2760	(916) 786-3578
Shelley	Houdesheldt	ASC/Lunch Supervisor	(541) 821-0864	(916) 749-4507
Emily	Jennings	Green Teacher	(916) 380-2903	
Tami	Lines	Food Service Director	(916) 316-2227	(916) 435-9844
Melissa	McKinnon	Preschool Teacher	(916) 580-	

			5661	
Saisha	Medeiros	Yellow Teacher	(916) 712-9732	(916) 645-0956
Jason	Mikels	Custodian	(916) 968-4614	
Elizabeth	Proett	Green Teacher	(916) 709-5370	(916) 652-5370
Carol	Royal	Yellow Teacher	(916) 716-1504	(916) 543-9153
Rebecca	Schmich	Blue Teacher	(916) 508-8881	(916) 543-6354
Yoko	Seki-McClure	Lunch Supervisor	(916) 768-3591	(916) 786-0706
Kristina	Sherman	Aqua Teacher	(916) 768-4692	
Pamela	Sherman	Red Teacher	(916) 205-0729	(916) 791-9607
Jennifer	Solinsky	Intervention Teacher	(916) 479-1520	(916) 873-8295
Denise	Thorman	Business Manager	(916) 390-0469	(916) 773-6232
Alison	Watkins	Green Teacher	(916) 396-9611	
Kristen	Weiss	Purple Teacher	(916) 580-5986	(916) 757-1724

Emergency Contact Numbers

- **Local Hospital Addresses:**

Sutter Roseville Medical Center
1 Medical Plaza
Roseville, CA
781-1000

Kaiser Permanente Medical Center
1600 Eureka Road
Roseville, CA
784-4000

Mercy San Juan Hospital
6501 Coyle Avenue
Carmichael, CA
537-5000

UC Davis Medical Center
2315 Stockton Blvd.
Sacramento, CA
734-2011

Sutter Auburn Faith
11815 Education
Auburn, CA
(530) 888-4500

Instructions to Activate One Call Now

Quick Reference Guide – Sending Messages

Call: (877) 698-3261 or (866) 321-4255

When Prompted:

1. Enter ID and PIN: enter the pound sign (#) followed by your Group ID and PIN.
1906069931
2. Press 1 to send a message
3. Touch-tone response needed? If your message is asking members to respond to a question, and you would like a touch-tone response, press 1. Press # if you do not need a touch-tone response.
4. Record your message. At the tone, you will have 60 seconds to record your message. Press # to stop recording.
5. Listen to your message and make certain it is clear and complete. Press 1 to accept, or press 2 to re-record your message.
6. Select group to receive your message. To send your message to your entire roster, press 00, or enter the 2 digit subgroup number to send your message to an individual subgroup.
7. Select additional subgroups. If you would like your message sent to additional subgroups, enter the 2 digit subgroup number or press # if you are finished entering subgroups.
8. Send your message. Press # to send your message now, or press 1 to modify your deliver times and options. Modifying your delivery times allows you to override your default deliver times and settings for making attempts on a second day.
9. Confirmation. Your message will be delivered after you hear “Message delivery has been confirmed.” If you hang up before this prompt, your message will not be sent.

Need Assistance?

Support Staff at (877) 698-3262 ext. 1399

Or

Online at www.onecallnow.com

M.M.C.A.
1850 Wildcat Blvd., Rocklin, CA 95765

SCHOOL EMERGENCY SAFETY PROCEDURES

DIAL 911 "This is an emergency. – (Describe the nature of the emergency).

"I need -- (Ambulance / Police / Fire) assistance"

"I am at M.M.C.A. – 1850 Wildcat Blvd., Rocklin

I am in: Room or Area _____" on the N S E W SIDE OF THE CAMPUS

"My name is _____"

My callback number is _____"

Do not hang up until told to do so. Verify that the information was received correctly. Be ready to give additional information if requested. AFTER HANGING UP - THEN SEND A GUIDE TO THE FRONT OF THE SCHOOL and NOTIFY THE SCHOOL OFFICE, TELL THEM WHAT HAPPENED. THEY WILL NOTIFY ALL THE APPROPRIATE SCHOOL AND DISTRICT PERSONNEL.

EMERGENCY CALLS – FIRE / POLICE / MEDICAL – 911

If you discover fire or smoke, GET AWAY FROM THE FIRE AREA!

Close Doors and any Windows as you leave.

FLIP to the emergency calls section- IMMEDIATELY call in a Fire

If no alarms are sounding -- pull the nearest fire alarm.

Extinguish small fires only if possible.

Follow the instructions of your room and evacuate **OUT OF THE BUILDING.**

My nearest fire pull station is _____

My nearest fire extinguisher is _____

FIRE

SUDDEN -- SEVERE FLOODING:

- Evacuate all affected classroom and office spaces immediately –
- Relocate, Walk to a safe place / high ground, higher than water level –
- Do not try to leave the school in a bus or car –
80 percent of flood fatalities occur in vehicles.

SLOW RISE FLOODING -- Sufficient notice will be available to evacuate the school.

Before evacuating the school – Shut Off all Utilities (Gas, Water, Electricity)

Move / Relocate or Try to Protect records and electronic equipment such as calculators and computers as best as possible.

FLOOD

MINOR / LOCAL / HAZMAT INCIDENT IN A BUILDING

If a chemical is reacting in any way, is generating gas or fumes, represents a fire hazard, or is toxic:

1. Evacuate the students from the building, direct students to the nearest safe area, upwind from the incident or classroom
2. If you can : Shut off Bldg HVAC – Heating Ventilation and Air-Conditioning
3. Notify Administration immediately who will notify 911 for Fire Department / Hazmat response
4. Follow Shelter in Place procedure listed below if instructed to do so by School Authority/Incident Commander

MAJOR / AREA WIDE / HAZMAT INCIDENT

If a spill occurs off campus that could affect our school, the Campus Authority/Incident Commander will make a decision to Shelter in Place or Evacuate depending upon information received. Follow the Shelter in Place-Hazmat procedures below if requested to do so:

1. Close and Lock all Windows and Doors – Open the Shelter in Place Kit
2. Tape any Cracks in Doors and Windows – Wet Towels as Air Filters
3. Wait for the ALL CLEAR – DO NOT GO OUTSIDE UNTIL TOLD

HAZMAT

**HOSTAGE INCIDENT - Remain Calm / Do Not Panic.
Cooperate As Necessary.**

Do not argue with or challenge a hostage taker.

If Safe -- Escape QUIETLY, Without Taking Any Risks.

Warn others as you go - when you can get to a phone safely, dial 9-1-1, and follow the emergency calls procedure.

Your observations will be critical to the police. When you get out-- go to the police command center and meet with them as soon as you can.

ATTEMPTED KIDNAPPING-

- Never take steps to physically thwart a kidnap attempt!
- Secure students, staff, and volunteers in classrooms
- Lock down room-Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

ATTEMPTED KIDNAPPING / HOSTAGE INCIDENT

Stranger on campus

- Notify office using available systems (cell phone, campus phone)
- Provide a description of the individual

If A Person Appears With A Weapon:

- TRY AND WARN THE SCHOOL
- THEN ESCAPE FROM THE AREA or GO TO LOCKDOWN.

Warn others as you go - when you can get to a phone safely, dial 9-1-1, and follow the emergency calls procedure.

If you cannot escape - SEEK COVER and try to escape when the opportunity presents itself. If necessary, barricade yourself in a classroom, office or other retreat location. As you move, try and call in to 9-1-1 with update information.

If An Assault Occurs -- FLIP TO THE EMERGENCY CALLS SECTION, AND CALL IN AN ASSAULT, ALONG WITH REQUESTING MEDICAL AID IF NECESSARY.

If the suspect is still on the scene -- stay in a protected area and on the telephone until the suspect leaves. Be prepared to give a description of the suspect, and the suspect's direction of travel.

STRANGER ON CAMPUS / GUNMAN / VIOLENT INTRUDER

DUCK -- COVER -- HOLD

Once the shaking has stopped, assess the area around you –

Render any aid you can –

Call for medical or rescue assistance if necessary-

Evacuate to an open area safely - Stay away from overhead fixtures, windows, skylights, filing cabinets and bookcases.

IN A FULL SCHOOL EVACUATION:

My Primary Rally Point / Assembly Site is Margaret Azevedo SB Field

My Secondary Assembly Site is: St. Augustine Church Parking Lot

REMEMBER -- expect aftershocks, do not re-enter a building. Beware of falling debris or electrical wires, do not use the telephone unless for emergency assistance.

EARTHQUAKE

STUDENT BEHAVIOR CRISIS

- Remove students from immediate area of student misbehavior or
- Remove disruptive student from peers
- Notify office using available systems (cell phone, campus phone #200, Gmsg).
- Commence procedures outlined in individual student behavior plan if available or
- Rely upon office or designee for next steps

Violent Student

- Remove students from immediate area of student misbehavior
- Commence restraint procedures if student is attacking others
- Monitor objects that can be thrown
- Notify the office using available systems (cell phone, campus phone #200, radio).

STUDENT BEHAVIOR CRISIS / VIOLENT STUDENT

BOMB THREAT REPORT

When is it going to explode

Where is the bomb now

What kind of bomb is it

What does it look like

Where did you place the bomb

What is your name

Caller's description: male female adult juvenile middle-aged old

Voice: loud soft high pitch deep raspy pleasant intoxicated

Accent: loud non-local foreign region other

Speech: fast slow distinct distorted stutter nasal slurred lisp

Language: excellent good fair poor foul other

**Manner: calm angry rational irrational coherent incoherent deliberates
emotional righteous laughing intoxicated**

**Background Noise: office machines factory machines street traffic music quiet voices
laughter**

TIME CALL RECEIVED _____

**CALL 911 - FOLLOW REPORTING PROCEDURE FROM EMERGENCY
CALLS SECTION - SEE GENERAL INFORMATION ON FOLLOWING
PAGE**

BOMB THREAT

(Page 1 of 2)

Bomb Threat General Information:

In almost all cases bomb threats are false, and a building evacuation is not necessary. The amount of explosives necessary to harm this building and its occupants would need to be quite large. However, the safety of the students is always our primary consideration. When a bomb threat is received notify the school office and the principal or designee will conduct an immediate analysis and render a decision how to handle the threat.

There are three basic tactics to utilize during a bomb threat. First, ignore the threat completely – in the case of say a child’s voice laughing with other children in the background. Second, conduct a search of the area by staff members who are familiar with that area. Third, conduct a partial or full evacuation of the facility and a search of the facility by trained law enforcement personnel along with bomb detection equipment and dogs.

If you do find a suspicious package, **DO NOT TOUCH IT OR MOVE IT**. Evac the Area and Go to the **EMERGENCY CALLS SECTION** and call it in.

(Page 2 of 2)

SCHOOL EVACUATION

My primary way out of the building is _____

My secondary way out of the building is _____

My refuge for a fire is _____

My retreat during a violent incident is _____

My School Casualty Collection Point is: _____

In a School Evacuation - My Primary Rally Point is _____

In a School Evacuation My Secondary Rally Point is _____

All faculty and students shall proceed to the nearest evacuation routes.

If students or faculty are not in their regular work areas, they will evacuate immediately using the nearest exit or in the same manner as the group they are with. Walk in an orderly fashion quickly and quietly. STAY CALM.

When the “ALL CLEAR” is received and it is safe to re-enter the buildings, each rally point group will be notified by the Principal or designee when it is clear to re-enter the building.

BUILDING EVACUATION / RELOCATION

Serious Injury

- Begin First Aid procedures and/or
- Notify the office using available systems (cell phone, campus phone, radio).
- Activate the Emergency Monitoring System/call 911
- Send students to neighboring classroom
- Stay with victim until relieved by paramedic or other qualified individual
- Identify a liaison to direct emergency responders to the scene

Student Seizure

- Be aware of procedures associated with individual
- Clear an area around the student
- Remove students to another area outside the classroom
- Do not restrain
- Contact office
- Activate the Emergency Monitoring System/call 911
- Wait with student
- Debrief- If needed support personnel from site/district will be available

CPR / FIRST AID

- **The American Red Cross “cheat sheet” for CPR / First Aid is the last 2 pages of this Flipbook**

SERIOUS INJURY / SEIZURE / CPR / FIRST AID

Dangerous animal or insect

1. Ensure the scene is safe. If the animal is still around (i.e. roaming dog) or there are more (i.e. swarm of bees), move students inside.
2. If someone has been injured, attempt to determine what the bite or sting is from. However, **DO NOT** attempt to catch or kill the animal/insect. Alert the office.
3. **SPECIAL NOTE:** Never touch a bat, *even a dead one*; they can transmit rabies and any contact will require rabies shots.

Spider/Centipede Bite or Bee/Wasp/Scorpion/Ant Stings:

1. **CALL 911 IF:** the victim reports being allergic to stings, the sting is directly on the tongue or mouth, or the insect is suspected to be a black widow or scorpion.
2. Loosely immobilize or splint injury (if in arm, leg, hand or foot) in comfortable position at or above heart level.
3. Clean wound site and control bleeding.
4. Apply ice for pain control as needed.
5. Remove constrictive clothing/jewelry.
6. Monitor for signs of allergic reaction: difficulty breathing or swallowing or rash.

Snakebite

1. Note the **time** of the bite. Call 911.
2. **DO NOT** apply ice, cut or slice wound or use suction on wound to remove venom, or apply tourniquets.
3. Remove constrictive clothing/jewelry.
4. Clean wound site and control bleeding.
5. Loosely immobilize or splint injury (if in arm, leg, hand or foot) in comfortable position at or above heart level.
6. Using a Sharpie marker, mark the edge of the swelling or redness on the skin, including the time. (Medical personnel will need to be able to monitor how quickly the swelling is progressing.)

Dog/Cat/Other Mammal/Human Bites

1. **CALL 911 IF:** the bite is to the face or neck, or is to another part of the body but appears traumatic.
2. Clean wound site and control bleeding.
3. Loosely immobilize or splint injury (if in arm, leg, hand or foot) in comfortable position at or above heart level.
4. Apply ice for pain control as needed.
5. If the bite is from a cat or other carnivore, there is concern for rabies and tetanus, and high risk of other infections. Alert victims/parents to follow up with their own doctors immediately. *Any contact* with bats must also be followed up by a doctor visit.

SNAKES / SPIDERS / DANGEROUS ANIMALS

CAMPUS MAP

IX	Addendums
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Addendum 1: Student ingress & egress, including school drop-off / pick-up procedure

Safe ingress and egress of pupils, parents and school employees to and from school is important at MMCA. There is constant communication to parents on the safe ingress and egress procedures.

Safe drop off and pick up of students is a priority. Drivers are advised to exercise good judgment and extreme caution particularly during the peak hours of 8:10am to 8:35am and 3:00pm to 3:25pm.

Teachers, staff, and parent volunteers monitor the loading/unloading of cars and student arrival/departures before and after school.

MMCA Student Drop-off / Pick-up Procedures:

Safety is our number one concern when it comes to drop off and pick up. For us to ensure your child's safety, please follow these basic parking lot etiquette guidelines:

- There is one lane of traffic coming down the long driveway.
- The Preschool loop is not to be used to “cut” in front of other cars waiting.
 - Preschool parents: To ensure safety, NO LEFT TURNS from the preschool drop-off area; please proceed through the parking lot as you exit.
 - If you see a “hole” in the loading/unloading zone that does not mean that you can go around cars in front of you to get that spot. Please use common courtesy and wait your turn.
 - The right hand lane (closest to the curb) is the only lane that we will allow kids to get into cars. This is the pick up / drop off lane. You are never to leave your car unattended when parked in this lane. It's hard to believe, but even with a ¼ mile long driveway, we have backed up on to Wildcat Blvd. when parents have left their car parked in this lane for whatever reason.
 - The left hand lane by the school is the drive-thru lane for parking purposes.
 - Please use this lane if you are going to park your vehicle to drop-off / pick-up your child. For safety reasons, it is not the “hurry up and get in the car to bypass the long line” lane.
- PLEASE DO NOT BLOCK CROSSWALKS
- There are two cross walks for a reason, and we require everyone to use them. It's very important that the cross walk is used, and please hold the hands of little ones, as they are

hard to see over the hoods of cars. Please help us keep you and your family safe and use the cross walks at all times.

- If at all possible, please have your child load and unload from the passenger side, so that there are no accidents.
- We ask that you drive all the way up to the next car in the unloading/loading zone so that we can get more kids in and out of their car. Teachers and parent volunteers will be on the sidewalk directing traffic during pick-up, so please follow their lead.
- Overflow event parking:
 - For any “event” at MMCA, like our Parent Information Night, Back to School Night, 1st Day of School, Classroom plays, etc., we do not have enough parking on campus to accommodate everyone. We **HIGHLY** encourage parents to park next door at Margaret Azevedo Regional Park, which has several hundred parking spots available and a short, paved pathway directly to our campus.
- Pick-up from the Park: Given our proximity to Margaret Azevedo Park, we have allowed parents to pick up 1st-8th grade students at the park **IF** they have filled out and signed our Park Release form (available in the front office). The park is intended as an alternative pick-up location to help alleviate traffic concerns – it is not intended as an alternative mode of child care. The park itself is **NOT** supervised, and we have no idea who else may be at the park. Our After Care staff will do daily sweeps at the park after school and report back to me about any students still left at the park without their parents, as I’d like to minimize, as much as is reasonably possible, exposure of our students to adult strangers.

Addendum 2: Parent Emergency Response preparedness letter



1850 Wildcat Blvd.
Rocklin, CA 95765
(916) 630-1510
www.mmcharter.org

Dear Parents,

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that all schools have made preparations to respond effectively to such situations. Should we have a major event or emergency during school hours, your child(ren) will be cared for at their school. Our School District has a detailed emergency plan which has been formulated to respond to major catastrophes of all types. In the event of an emergency situation or critical event, early dismissal of school sites and students is determined by the district superintendent. Our superintendent may direct us to dismiss schools during an emergency. You can listen to radio announcements to find out if we are directed to dismiss earlier than usual.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency event, students will be kept at their school until they are picked up by an identified, responsible adult who has been identified as such on a School District Emergency Card which is required to be filled out by parents at the beginning of every school year. *Please make you're your information is up to date.* Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - they are 18 years of age
 - they are usually home during the day
 - they are known to your child
 - they are both aware and able to assume this responsibility
3. Turn your radio to 1530 AM for emergency announcements. If students are to be kept at school, radio stations will be notified.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency. Students will be released only to parents and persons identified on the School District Emergency Card. Please instruct your student to remain at school until you or a designee arrives.

Since cars are never allowed to be left unless they are in a designated parking space, most cars would need to park on the street and have the person walk onto the campus. The Fire and Police Department will not allow cars to block access to the school or the street since emergency vehicles can't pass through. Cars parked in access areas will be removed at the owner's expense.

Please feel free to contact the school office if you need further information at any point.

Sincerely,

Brent Boothby
Principal

Addendum 3:

Maria Montessori Charter Academy Community Code of Conduct

I. Introduction

M.M.C.A.'s Mission Statement (quoted from our governing charter document):

“The mission of M.M.C.A. is to provide a Montessori based educational environment which has the tools, programs, resources and support to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world. This is achieved through a heavy commitment from the village: parents, teachers, community groups, the legislature and, most importantly, the individual child, and is grounded in a philosophy of trust in individuals to seek their own highest levels.”

Connected to our mission, we have adopted several core values. These core values include:

Core Values (quoted from our charter document):

- [H]igh academic standards and expectations of achievement with emphasis on CORE subjects;
- Small total school population and mixed age classrooms;
- Creative, passionate, progressive teachers who are committed to Montessori philosophy;
- Responsibility, accountability, and freedom for individual progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering Standards of Conduct:
 - Respect: Seeking ones share of the workload
 - Honesty: Balancing individual and group needs
 - Courtesy: Exceptional manners
- Emphasis on collaboration, peer governance, problem solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

This community-based Code of Conduct is intended address the school policies and expectations related to these specific core values:

- Responsibility, accountability, and freedom for individual progress within the academic framework
- High, unwavering Standards of Conduct:
 - Respect: Seeking ones share of the workload

- Honesty: Balancing individual and group needs
 - Courtesy: Exceptional manners
- Emphasis on collaboration, peer governance, problem solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

This is intended to be a living document. As the school continues to grow, the policies related to this Code of Conduct may be amended or changed. The specific policies addressed within this Community Code of Conduct include:

- M.M.C.A. Communications Pathways (school communications policy);
- Student-related policies, including:
 - Student Discipline Policy;
 - Student use of Technology Policy, including personal electronic devices;
 - Student Code of Conduct for extra-curricular activities
 - Healthy Lunch and Food Policy; and
 - Student Uniform Policy
- Parent-related policies, including:
 - Volunteer Commitment Policy;
 - Visitor and Classroom Observer Guidelines;
 - Parents as “spectators” at School-related Events Policy;
 - Field Trip Driver/Chaperone Policy; and
 - Events Policy
- After School Extra-curricular Activity Leader Policy (whether the position is paid or volunteer, this policy covers Teachers, Coaches, Club Coordinators and Instructors of our various E-C programs)

II. M.M.C.A. Communications Pathways Policy (school communications policy; est. 2005)

From Parent:

1. Individual /classroom issue: discuss with Teacher
2. School-wide issue or unresolved issues with classroom or Teacher: discuss with Principal, may include an additional meeting to include Teacher
3. System issues or issues unresolved after discussing with Teachers and Principal: bring to MMCA Board of Directors by:
 - Speaking with any individual MMCA Board member , or
 - Emailing any Board member (addresses on website), or
 - Written communication with any Board member: use Board mailbox in office.

Please respect that individual discipline issues and personnel issues/complaints carry privacy concerns. These should be directed in writing to the Board President or the Principal.

The Board can take action only on those items on the Agenda. Please contact us at least 1 week prior to a meeting if you'd like your issue placed on the Agenda. Any person wanting to attend a Board meeting is welcome, and will be given 5 minutes to speak if desired.

To and From Teachers:

MMCA teachers send home weekly packets including completed schoolwork, notices of upcoming class events, field trips, projects, etc.

The monthly newsletter contains an update from each classroom on the efforts and accomplishments happening there.

Teachers provide two annual parent-teacher conferences. They are also happy to meet with you at any other mutually convenient time. Contact them by email, by leaving a message on their voicemail, or by sending a note with your child.

To & From Principal, Board of Directors and PTA:

A weekly "Friday Flier" is sent home via email, as well as posted on the school's webpage and Facebook page. It contains updates from the Principal, the Board, the PTA and others on general school-wide events and issues.

The Principal is accessible to parents by phone (630-1510), by email (brent@mmcharter.org), or by stopping by to make an appointment as needed.

The MMCA Board of Directors meets monthly. All are welcome to attend. The minutes of each meeting are placed in an accessible binder in the front office after they are approved (usually at the following month's meeting).

The PTA meets monthly and invites everyone to attend.

III. Student-related Code of Conduct Policies

➤ **Maria Montessori Charter Academy *DISCIPLINE POLICY (rev. 2009)***

Maria Montessori developed the concept of "normalization" to describe the process by which each child acquires certain personality characteristics that lead to success in the classroom and throughout life. A "normalized" child will love learning, be kind to others, develop concentration and good work habits, and become independent.

Our goal is to create and maintain an environment in which each child can successfully reach this level of normalization. Normalization of the classroom begins with the modeling of the appropriate behavior by the teacher combined with a high level of respect for each student. Many discipline problems can be avoided by the following proactive strategies practiced in every MMCA classroom.

The teacher will:

1. Provide a structured Montessori environment in which a child feels secure and confident to choose his/her work;
2. Set behavioral expectations through classroom instruction, role modeling, and class meetings;
3. Post and discuss classroom rules and the Montessori Standards of Behavior;
4. Redirect a child and use conflict resolution techniques;
5. Work one-on-one with children who need additional guidance; and
6. Refer child to Student Success Team to discuss ways to help him/her succeed in the classroom

The behavioral expectations we have for the children are:

1. Respect yourself, others and our environment.
2. Demonstrate responsibility, respect, and self-restraint.
3. Treat all classroom materials with great respect and care.
4. Return all things to their proper place.
5. Keep the MMCA environment clean and orderly.
6. Keep bathrooms neat and clean at all times.
7. When in the classroom, be "engaged" in an activity/job at all times.
8. Work quietly in the classroom.
9. Use walking feet at all times except when on the playground.

A child's behavior becomes a problem when his/her negative actions disrupt the school environment and affect the positive values and culture defined in the MMCA charter. For the safety and well being of all individuals in the MMCA environment, the following are **unacceptable behaviors**:

1. Talking back and arguing;
2. Intentionally disrupting the learning environment;
3. Misuse of MMCA materials or playground equipment;

4. Intentionally not following directions in the classroom, in the lunch area or on the playground;
5. Encouraging others to misbehave;
6. Disrupting or impeding the work of others;
7. Showing rudeness or disrespect to others; and
8. Littering

If a child exhibits unacceptable behavior, the following **disciplinary actions** will be taken, according to the severity of the misbehavior.

1. He/she will discuss the unacceptable behavior with the teacher(s) and discuss a better alternative choice.
2. He/ she will be sent outside the immediate environment for a time out or be given a "community service improvement" task to perform (litter pick-up, cleaning, etc.).
3. Student will be given an age-appropriate "Student Response Form" to complete. The completed Student Response Form will be sent home for parent/guardian signature and returned to school the following day.
4. He/ she will be sent to the Director, who will discuss the behavior issue with the child and may opt to:
 1. Give the child community service and/or a Student Response Form to fill out if the behavioral incident occurred during recess;
 2. Call the parent/guardian to discuss the issue with the child present, and/or
 3. Place the child in "in-school suspension" and he/she will not be allowed to return to class until the parent/guardian has spoken to the Director; and/or
 4. A parent/guardian will be called to immediately remove the child from school for a specific length of time (Suspension) and conditions will be set for the child's re-admittance.

*** At any stage of the disciplinary action plan, a teacher may contact the parent/guardian by phone to discuss the student's behavior and work out a home/school plan for improvement. The teacher or parent/guardian may request a conference at any time to discuss behavior issues.

MMCA Suspension / Expulsion Policy

The MMCA Discipline Policy will follow the Suspension/Expulsion/Due Process guidelines of California Education Code 48900. Teachers, staff and volunteers are required to document on an Incident Report any behavior requiring disciplinary action. All witnesses are encouraged to document their concerns and all views will be respected and treated as valid. A copy of the 48900 guidelines for suspension and expulsion are available for review in the MMCA office. Additionally, all staff, students, parents and volunteers must adhere to the State of California Education Code and federal guidelines concerning student behavior and discipline.

Each child will be treated individually and with respect. Disciplinary action for a student with an Individual Education Plan with stated behavioral objectives will be handled in an appropriate manner.

Behaviors that require immediate suspension or possible expulsion hearings are as follows:

1. Swearing or using abusive sarcasm, directed at another student, staff member, or parent;
2. Intentional abuse and/or vandalism to school property;
3. Bringing on campus any pornography, or explicit photography or written material;
4. Physical harm to another person with the intent to do bodily injury, exhibited by, but not limited to, hitting, stabbing, poking, pushing, slapping, kicking;
5. Bringing on campus any illegal substances or prescription medications for unauthorized use, sale or intent to disburse;
6. Stealing;
7. Touching another person's private body parts or intentionally exposing one's self for the sole purpose of self-gratification or harming (emotionally or physically) another individual; and
8. Bringing guns, knives or any type of weapon used to intimidate or threaten another person

PARENT/GUARDIAN'S ROLE IN SUPPORTING POSITIVE BEHAVIOR

Modeling

A parent is the most important teacher in a child's life. Children observe and imitate the behavioral responses that are used by the significant adults in their environment. Parents who are respectful and kind to others, especially their own children, are likely to see that same behavior develop in their children. Demonstrating a variety of healthy responses to frustration and set-backs, as well as modeling effective problem-solving techniques and non-judgmental communication are especially valuable to young children who are still learning to establish their own self control.

Discussion

While children absorb a great deal by observation, discussing ways to show respect, build trust, show empathy, manage anger, and practice forgiveness can help a child build successful relationships.

Reinforcement

Montessori philosophy does not advocate external rewards for desired behavior, as this tends to reduce intrinsic motivation. However, acknowledging and praising positive behavior is always important and will help shape a child's behavior far better than criticism.

Teaching Values

MMCA is built on the concept of COMMUNITY. A community shares common values. Its members seek to give as much as they are able for the good of the whole, and take only what they really need. The community seeks to raise the level of the lowest members while keeping the entire community progressing forward toward a shared vision. At MMCA, we value:

1. Respect for ourselves, others and the environment;
2. Honesty;
3. Courtesy and exceptional manners;
4. Empathy for others and respect for differences among people and cultures;
5. Accepting responsibility for personal decisions and actions;
6. Working cooperatively with others, which includes listening, sharing opinions, negotiating, compromising, helping the group reach consensus, and taking a stand;
7. Seeking one's share of the work load;

8. Creating a balance between the needs of individual students and families and the needs of the school population as a whole; and
9. Pride in our school

Home/School Communication

Changes in a child’s home life may affect his/her behavior and performance at school. Please notify the office and your child’s teacher if any significant changes occur, such as:

1. Extended vacations or business trips by a family member;
2. Child staying somewhere other than home (relative/friend’s house) for more than a day or two;
3. Loss of family member, including pets;
4. Moving; and
5. Change in family environment (separation, divorce, new partner, new baby);

** This information will be strictly confidential*

Parent Education

Acquiring the knowledge, skills, and patience to raise healthy, happy and well-adjusted children is an on-going process that requires a tremendous amount of effort, time, and diligence. Several resources are available and parents are expected to take proactive responsibility in this area.

1. The school has a small library of helpful books and videos that can be checked out by parents. MMCA can provide a recommended reading list that covers Montessori and other topics of education.
2. Parents are encouraged to participate in parent education classes offered by local schools, community agencies, and local hospitals (Kaiser, Sutter, UC Davis).
3. MMCA, in collaboration with the Board of Directors and Parent Teacher Association, occasionally hosts educational evenings that are designed to assist parents in building positive parenting practices, as well as increase the awareness of Montessori philosophy.
4. Parent/Teacher discussions may be scheduled at any time with your child’s teacher to exchange ideas and strategies for specific behavioral issues that may be impacting the student or family. The director is also available at to discuss educational and behavioral issues.

MMCA is a **SCHOOL OF CHOICE**. Students who are unable to progress or become responsible, independent, and productive members of the Montessori Community have the option to return to the school offered by their local public school district. Traditionally, public schools offer a more structured group approach to instruction and classroom set-up and this approach may more suitable for some children.

Parent understanding and support of the expectations established by MMCA is vital to each child’s behavior and successful performance. As mentioned in much of our literature, this is a COMMUNITY EFFORT. While children should not be denied to access to educational opportunities based on their parent’s unwillingness to follow the strategies outlined for success, these same children cannot be permitted to interrupt the learning environment and process for others.

----- **Tear along dotted line** -----

If you understand and agree to adhere to the M.M.C.A. discipline policy, please sign where designated and return this section to school.

Student's Name _____

Parent/Guardian's Printed Name _____

Parent/Guardian's Signature _____

Student's Signature _____

Date _____

➤ **Student use of Technology Policy, including personal electronic devices**

School “Technology” includes school desktop computers, laptops, printers, and all Audio/Visual equipment. When using school “technology”, as a student you agree:

- To follow the direction of teachers and school staff.
- To follow the rules of the school, district, and any network you access.
- Be considerate and respectful of other users.
- Remember that use of school technology and access to the internet is a privilege. If you do not follow the rules, you may be disciplined and you may lose computer privileges.
- School “Technology” is school property. Like a library book, if you damage school technology, you (or your parent(s)) may be financially responsible to fix or replace the damaged item.
- School computers are to be used for school-related education and research only. Do not use school computers and networks for personal or commercial activities without permission.
- Do not produce, distribute, access, use, or store information which is:
 - i. Unlawful
 - ii. Private or confidential
 - iii. Harmful, threatening, abusive, or degenerating to others
 - iv. Obscene, pornographic, or contains inappropriate language
 - v. Interferes with or disrupts the work of others
 - vi. Causes congestion or damage to system

Student E-Mail Etiquette

- Give only your e-mail address for communication. Never give out personal information such as your home address or telephone number.
- Protect the privacy of others. Never give out personal information about anyone.
- Check e-mail frequently and delete unwanted messages.
- End e-mail messages with your name, MMCA, and your internet address.
- Follow guidelines for good writing:
 - i. Be concise and brief
 - ii. Use descriptive titles
 - iii. Summarize your response
 - iv. Use normal punctuation
 - v. Check your spelling
 - vi. Use both capital and lower case letters

Student Cell Phones and Personal Electronic Devices

Cell phones, MP3 players, video players, video games and other personal electronic media are not to be used on campus between 8:10 and 3:15PM, during school field trips, or during after school extra-curricular activities, except at the discretion of the supervising teacher.

Electronics and cell phones must be put away and turned off during school hours. Teachers may collect electronics and cell phones at the entry to each classroom each morning and return them upon dismissal each afternoon. Students who are seen using their *cell phone / electronic device* during the school day will be assigned school discipline. The device will be confiscated by the school and made available in the office for the parent to pick up. The parent (not carpool or older sibling) must pick up the electronic device / cell phone that has been confiscated. Repeat offenses will lead to escalated disciplinary consequences, including suspension.

MMCA is not responsible for lost or stolen cell phones, personal electronic devices and personal property.

➤ **Student Code of Conduct for Extra-curricular Activities**

MMCA students have the opportunity to participate in a number of extra-curricular activities. Examples of these activities include:

- Athletics (examples: Girls' VB team, Boys' BB team, etc.);
- Clubs (examples: Chess Club, Dance Club, etc.);
- Overnight Outings (examples: the Fall and Spring Campout, Sly Park, and Washington, D.C.)

PHILOSOPHY

The Maria Montessori Charter Academy Board of Directors ("MMCA Board") believes strongly that a well-developed after school program is integral to students' educational progress and that participation will enhance students' social, physical and educational development. The MMCA Board supports a comprehensive program that is challenging and rewarding to the school's students. Maria Montessori Charter Academy Coaches and event and activity organizers will adhere to the following principles in all athletic programs and other offerings:

We promote extra-curricular activities as an educational experience provided to students as an extension of the classroom and an enhancement to a student's social, physical, and educational development;

We promote the spirit of sportsmanship, teamwork, and fair play with student-athletes/competitors and coaching staff in all competitions, minimizing the focus on wins and losses as sole factor of success;

We encourage coaches, parents, and fans to be positive examples and role models to student-athletes/competitors in the spirit of fair play and competition;

Coaches, student-athletes/competitors, and parents involved in MMCA programs should demonstrate the highest standards of ethics and sportsmanship.

The development of good character and other important life skills should be at the forefront of student-athlete/competitor participation.

Participation in Maria Montessori Charter Academy (MMCA) extra-curricular activities is a privilege earned by students through his/her observance of the following policies. The highest potential of any competition or activity is achieved when students, coaches and parents are committed to achievement with honor, respect, responsibility, fairness, caring, and good sportsmanship.

Expectations of Attitude

Students in extra-curricular activities are expected to be respectful of themselves and of others.

They shall be punctual, honest, communicative, be able to work as part of a team and conduct themselves in a way that brings honor to their school.

Participants shall follow all school rules and all rules related to their activity.

Students who do not demonstrate these behavioral expectations may be removed from the E-C activity.

Sportsmanship

Student athletes/competitors are expected to be a model of good sportsmanship at all times.

Controlled Substances

Use of drugs and alcohol is prohibited for all students at MMCA. Any participant caught testing positive for or under the influence of a controlled substance at any time? will be dismissed from the activity and may be expelled from the school.

Academic Eligibility for Extra-curricular Activities:

Academics are the primary focus of MMCA. Special attention will be paid to the grades of all the students in our e-c activities. Frequent checks on grades will be made by the Principal. Students are strongly encouraged to utilize their “free time” (e.g. “off” period(s), weekends) wisely. Specifically, players are strongly encouraged to complete their schoolwork ahead of schedule. Students are required to have the equivalent of a 2.0 GPA to be eligible to participate.

Tryouts and Evaluation Procedures for E-C Activities with a limited capacity:

For some of our E-C activities, particularly sports teams, try-outs may be necessary. While the try-out process is a relatively subjective process, it is important that all students are aware of the general criteria that will be used by coaches / club coordinators / staff in assessing students for E-C activity participation. The following examples are compiled in no particular order, but demonstrate elements of particular note:

- Talent
- Capacity for filling a needed team/club role
- Potential for development
- Attitude
- Support of class/teammates
- Eagerness to learn
- Dedication to individual and team/group improvement
- Commitment to academics

Nutrition for students participating in E-C Activities:

Parents are strongly encouraged whenever possible to provide your child (ren) with daily lunches and snacks prepared from home. Proper nutrition every two hours like fruits, vegetables, breads, meats, cheeses, hardboiled eggs, granola bars, and plenty of water will enhance your child's academic and extra-curricular performance. In addition, this includes a snack to be eaten within 15 minutes after the conclusion of any daily workouts. This will aid in your child's muscular and skeletal recovery process.

After School Extra-curricular Activity Leader Policy (whether the position is paid or volunteer, this policy covers Teachers, Coaches, Club Coordinators and Instructors of our various E-C programs)

MMCA is built on the concept of COMMUNITY. A community shares common values. Its members seek to give as much as they are able for the good of the whole. At MMCA, the Leaders of our After School Extra-curricular Activities will exemplify the same values we are teaching our students. These values are listed in our Student Discipline Policy and include:

1. Respect for ourselves, others and the environment;
2. Honesty;
3. Courtesy and exceptional manners;
4. Empathy for others and respect for differences among people and cultures;
5. Accepting responsibility for personal decisions and actions;
6. Working cooperatively with others, which includes listening, sharing opinions, negotiating, compromising, helping the group reach consensus, and taking a stand;
7. Seeking one's share of the work load;
8. Creating a balance between the needs of individual students and families and the needs of the school population as a whole; and
9. Pride in our school

In addition, all Leaders of our after school extra-curricular activities will

- Go through a background check if they will be working with our students unsupervised;
- Be trained in 1st Aid / CPR if they are taking their activity off-campus; and
- Advise the Principal if they suspect any student in their activity has been subjected to child abuse or is involved in the use of a controlled substance?.

Parents as “spectators” at School-related events Policy

Parents play a vital role in the success of our program. We encourage positive support of our program in the community as well as within your homes.

- With athletic teams in particular, as well as in other competitive events, there can be some highly stressful situations in our league: intense competition, hostile crowds, and local publicity.
 - i. Knowing this, as coaches we try to remain positive in discussing team issues with your children.
 - ii. We want you to encourage your child, cheer for them, and try to keep things positive.
- Appropriate Behavior

- i. As parents, you are very closely connected to our school. Because of this it is imperative that you behave in an appropriate manner when you're a spectator. We ask that you:
 1. Refrain from complaining to referees, coaches, teachers or coordinators during the E-C event. This includes voicing disapproval from the stands during athletic events or other competitions.
 2. Furthermore, we ask that you avoid shouting commands or criticism in the direction of our players during athletic events or other competitions. Often times, your child will pick up on voices / instructions which might contradict instructions given by coaches. This is an unfair situation for players to be in since they want to please both parties.
 3. If, at any moment, a particular fan or parent becomes overly vocal or obnoxious in the stands during an athletic event or other competition, the coach has been instructed to take out any player connected to that particular spectator. In this situation, the only person who suffers is the player. We hold our coaches and players to a high standard, and we expect the same of our parents.

➤ **M.M.C.A. Healthy Lunch and Food Policy**

We encourage wholesome, nutritional snacks and lunches for your child. Let your child be responsible for remembering it. Snacks which expose our children to interesting and appealing foods originating from the country or food group currently being studied, and snacks that relate to the cultural and ethnic background of the children can also be appropriate. Suggestions for snacks include:

- Vegetables and fruits (cut to child's finger size)
- Crackers and cheese
- Different baked breads (banana, carrot)
- Nutritious cookies and muffins (oatmeal, carob)
- Applesauce
- Raisins
- Yogurt
- Cheese cubes
- Hard boiled eggs
- Graham crackers
- Dried fruit
- A nice note or picture is enjoyed as much as a sweet

Part of our "grace and courtesy" exercises includes practicing table manners at lunchtime. This involves carefully setting our table, laying out the food, having a moment of quiet or a song, and then, after an enjoyable meal together, cleaning the dishes and the table. Every day, each child will bring his/her own cutlery and two cloth napkins.

Gum and candy are not permitted at school. Please help us by not packing these items in box lunches.

It is your responsibility to notify the school if your child has a known food allergy. Please have a doctor's signed statement to put in your child's file.

➤ Student Uniform Policy

Tops

Styles: Uniform-style oxfords, polos, turtlenecks, T-shirts or blouses. Tops must be sleeved (long or short). Other than the MMCA logo, all tops must be completely unadorned (no logos, lettering, graphics, sparkles, sheen, patterns, decorative accents, etc.).

Colors (solids): white, blue or green.

Second layer: sweater, cardigan or vest in navy blue, MMCA sweatshirts (available thru PTA) are allowed.

Outerwear: not regulated.

Bottoms

Styles: Uniform-style pants, capris, shorts, skirts, dresses, or jumpers not shorter than 2" above the knee.

Colors (solid): Navy blue or tan khaki.

Examples of unacceptable bottoms: jeans, sport- or sweat-pants, overalls, leggings as pants.

Footwear

Socks or tights in white, navy blue or forest green.

Indoor and outdoor shoes are to be closed at toe and heel, with non-skid soles.

Shoes containing integrated skates must have the skate components removed.

Outdoor shoes must be appropriate for P.E. and running games.

Accessories/Hair

Hairstyles are expected to be non-distracting and out of the student's eyes.

Hair accessories are to be minimal, non-distracting and in one of the uniform colors.

Jewelry and other accessories are limited to wristwatches and stud earrings.

Hats or hoods will be worn outdoors only, and in the manner for which they were designed.

General

1. Any item, type, or color of clothing not specifically allowed in the document is disallowed.
2. Clothing should be clean and should fit properly.
3. Please mark all removable clothing with the student's name in permanent ink.
4. Shirts and blouses with shirttails are to be tucked in except during recess or P.E.
5. There are to be no bandanas.

IV. Parent-related policies, including:

➤ Parent Involvement at MMCA, including our Volunteer Commitment Policy (excerpt from charter)

Parent involvement at MMCA includes the following:

6. Participation in the development of the Individual Learning Plans;
7. Participation with homework and support weekly learning assignments;
8. Attendance at Parent Association meetings/educational meetings four (4) times per year;
9. Attendance for progress report meetings with the teacher;
10. Forty hours of service to the M.M.C.A. This can include, for example, serving on the Governing Board or Standing Committees, providing physical labor, providing professional or para-professional services, volunteering in the classroom, the office or on the playground, assisting with one of our after school extra-curricular committees, and working on school-related projects in the evenings or on the weekends.

➤ Visitor and Classroom Observer Guidelines

By State law, visitors and volunteers **must check in at the school office** before entering the school campus. This includes the playground and inside the school fence. If your child arrives late to school, please escort your child to the office for a tardy slip. Your child may then proceed to their classroom on their own. Forgotten lunches and other items are to be dropped off in the front office for a staff member to deliver.

Visitors

All Visitors on campus **must** sign in at the office and wear a “visitor” sticker.

Classroom Observers

Observers in the classroom can significantly change the dynamics of the student’s interaction with the environment, staff and peers. The following guidelines will assist observers in blending in with the environment and result in the least amount of disruption.

- Select a spot to stand or sit in the corner of the room where you can view the work area without being intrusive.
- Refrain from speaking to the students and teachers. If a student speaks to you, just smile and direct them back to their work.
- Jot down questions on a note pad to discuss later with teachers or administration.
- Children are not to be included in the classroom during observations and the office is not equipped to provide child care for them.

➤ Parents as “spectators” at School-related events Policy

As parents, you play a vital role in the success of our program. We encourage your positive support of our program in the community as well as within your homes.

- With athletic teams in particular, there can be some highly stressful situations in our league: intense competition, hostile crowds, and local publicity.
 - i. Knowing this, as coaches we try to remain positive in discussing team issues with your children.
 - ii. We want you to encourage your child, cheer for them, and try to keep things positive.

- Appropriate Behavior
 - i. As parents, you are very closely connected to our school. Because of this it is imperative that you behave in an appropriate manner when you're a spectator. We ask that you:
 1. Refrain from complaining to referees, coaches, teachers or coordinators during the E-C event. This includes voicing disapproval from the stands during athletic events.
 2. Furthermore, we ask that you avoid shouting commands or criticism in the direction of our players during athletic events. Often times, your child will pick up on voices / instructions which might contradict instructions given by coaches. This is an unfair situation for players to be in since they want to please both parties.
 3. If, at any moment, a particular fan or parent becomes overly vocal or obnoxious in the stands during an athletic event, the coach has been instructed to take out any player connected to that particular spectator. In this situation, the only person who suffers is the player. We hold our coaches and players to a high standard, and we expect the same of our parents.

➤ **Field Trip Driver Policy and Driver Checklist**

**Maria Montessori Charter Academy
Agreement to Transport Students Under
Education Code Section 35330**

Student Name(s) _____ **Classroom** _____

Please complete, sign, date and return this agreement to the school office. The agreement must be completed for each school year. It requires, in part, that you have automobile insurance coverage in the stated amounts and a valid driver's license with no pending action to suspend or revoke. It also stipulates that you will be transporting students under Education Code 35330 (a complete copy is available from the school office), which in summary says that you, not the school, will be responsible for your transportation and insurance expenses, and that you, not the school, will be liable in the unlikely event of an accident caused by your own negligence.

I am a parent/guardian of a student of MMCA. I am willing to transport students in my privately owned vehicle to and from school activities off campus on the following terms:

1. I currently have and will continue to maintain liability insurance coverage on the vehicle used to transport MMCA students in the amount of not less than \$100,000 per individual, \$300,000 total injury to persons, and \$50,000 damage to property per accident. A copy of my insurance information showing this along with the coverage dates is attached.
2. I currently have a valid California Driver's license. I will immediately inform MMCA if my driver's license has been, or is in danger of being suspended or revoked. I have attached a copy of my driver's license.
3. I understand that I will be transporting students under Education Code 35330.
4. I have attached a signed Department of Motor Vehicle printout of my driving record.
5. Car seats are required for all students under 8 years of age and 80 pounds. (To be provided by parent)
6. I will follow all speed limits and traffic regulations.
7. I will drive directly to and from the destinations (no detours or stops).
8. I will follow the path designated by the teacher and will make every reasonable effort to stay between the lead and rear vehicles.
9. I will have adequate fuel for the trip prior to leaving with students.
10. No siblings.
11. I will not under any circumstance provide the students with snacks or beverages.
12. Teacher will make car assignments.
13. I will not conduct personal or business cell phone calls for the duration of the field trip.
14. I will make every effort to avoid cancelling on the day of the trip.

I have read the above policy and agree to follow it. I understand that if I do not follow these rules, I may not be eligible to drive on future field trips.

___ I will drive on MMCA field trips and will be responsible for turning in all appropriate paperwork.

___ I do not intend to drive on any MMCA field trips. Should I change my mind, I will be responsible for turning in all appropriate paperwork.

SIGNATURE

SIGNATURE

Parent/Guardian
Date _____

Parent/Guardian
Date _____

Drivers Only
Check-List and Reminders

1. I have signed and returned the Agreement to Transport Students.
2. I have turned in my DMV printout (*see instructions below)
3. I have turned in a *current* copy of my Driver's License and Insurance.

I must:

- Use car seats (provided by parent) for all students less than 8 years of age and 80 pounds.
- Follow all speed limits.
- Drive directly to and from the destinations (no stops).
- Follow the path designated by the teacher staying between the lead and rear teacher.
- Have my gas tank filled prior to leaving with students.
- Not include siblings.
- Under no circumstances buy/give the students snacks or beverages.
- Not conduct personal or business cell phone calls.
- Be flexible.
- Make every effort to avoid cancelling the day of the trip.

*To obtain your DMV Report (Driving Record): Go to <http://www.dmv.ca.gov> , Online Services, Driver Record. Cost is \$2. You can pay via Visa, MasterCard, American Express or Discover

➤ **M.M.C.A. Events Policy (rev 2007)**

Maria Montessori Charter Academy sponsors many events, including fundraising events which are important to the school's success. Not only do these events provide the financial resources needed to create unique educational opportunities, but they are integral to the social fabric that makes our community more than just a group of parents, teachers, and administrators with a shared goal of providing an outstanding educational environment.

In the same spirit with which we all strive to instill the attributes of moral character, compassion, service to others, and exceptional courtesy within the students of M.M.C.A., the Board of Directors has created the following **Events Policy Guideline** to assist M.M.C.A.'s Volunteer Committees with planning, organizing and running their events. As representatives of Maria Montessori Charter Academy, all staff and volunteers, parents and their guests should

1. Exhibit respect, personal responsibility and self-restraint at all times to project a positive image of the school to the community.
2. Work cooperatively with each other through listening, sharing opinions, negotiating and compromising to help maximize the success of the event.

3. When appropriate and if possible, volunteers, teachers, parents, students and guests should show school spirit by wearing MMCA attire or name badges with the MMCA logo.
4. Event sponsorships should be reflective of the MMCA community.
5. Involvement in MMCA events is highly encouraged, but behavior by volunteers, sponsors, parents or their guests which reflects poorly on the school may result in the revocation of privileges to participate in future events.

V. After School Extra-curricular Activity Leader Policy (whether the position is paid or volunteer, this policy covers Teachers, Coaches, Club Coordinators and Instructors of our various E-C programs)

MMCA is built on the concept of COMMUNITY. A community shares common values. Its members seek to give as much as they are able for the good of the whole. At MMCA, the Leaders of our After School Extra-curricular Activities will exemplify the same values we are teaching our students. These values are listed in our Student Discipline Policy and include:

10. Respect for ourselves, others and the environment;
11. Honesty;
12. Courtesy and exceptional manners;
13. Empathy for others and respect for differences among people and cultures;
14. Accepting responsibility for personal decisions and actions;
15. Working cooperatively with others, which includes listening, sharing opinions, negotiating, compromising, helping the group reach consensus, and taking a stand;
16. Seeking one's share of the work load;
17. Creating a balance between the needs of individual students and families and the needs of the school population as a whole; and
18. Pride in our school

In addition, all Leaders of our after school extra-curricular activities will

- Go through a background check if they will be working with our students unsupervised;
- Be trained in 1st Aid / CPR if they are taking their activity off-campus; and
- Advise the Principal if they suspect any student in their activity has been subjected to child abuse.

Addendum 4: California Education 48900

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

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) 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, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for

expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that 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 subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, 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:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "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.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "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.

(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, 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 his or her exceptional needs.

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

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.
- (t) 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, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Addendum 4a: E.C. 48918

The governing board of each school district shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

(a) (1) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the pupil has committed any of the acts enumerated in Section 48900, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board of the school district.

(2) Within 10 schooldays after the conclusion of the hearing, the governing board of the school district shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the governing board of the school district does not meet on a weekly basis, the governing board of the school district shall decide whether to expel the pupil within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or the superintendent of schools, unless the pupil requests in writing that the decision be postponed.

(3) If compliance by the governing board of the school district with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable during the regular school year, the superintendent of schools or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the governing board of the school district with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays, as defined in subdivision (c) of Section 48925, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

(b) Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

(1) The date and place of the hearing.

- (2) A statement of the specific facts and charges upon which the proposed expulsion is based.
- (3) A copy of the disciplinary rules of the school district that relate to the alleged violation.
- (4) A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.
- (5) Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. This section does not require a pupil or the pupil's parent or guardian to be represented by legal counsel or by a nonattorney adviser at the hearing.
- (A) For purposes of this section, "legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.
- (B) For purposes of this section, "nonattorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.
- (c) (1) Notwithstanding Section 35145, the governing board of the school district shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the governing board of the school district may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
- (2) If the governing board of the school district or the hearing officer or administrative panel appointed under subdivision (d) to conduct the hearing admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.

(3) If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public 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, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

(d) Instead of conducting an expulsion hearing itself, the governing board of the school district may contract with the county hearing officer, or with the Office of Administrative Hearings pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207 of this code, for a hearing officer to conduct the hearing. The governing board of the school district may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the governing board of the school district or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this section.

(e) Within three schooldays after the hearing, the hearing officer or administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board of the school district. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final.

(f) (1) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board of the school district. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board of the school district accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board of the school district may order.

(2) The decision of the governing board of the school district to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board of the school district or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a 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 governing board of the school district or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

(h) (1) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board of the school district to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

(2) In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be 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 the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining 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, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

(i) (1) Before the hearing has commenced, the governing board of the school district may issue subpoenas at the request of either the superintendent of schools or the superintendent's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the governing board of the school district or the hearing officer or administrative panel may, upon request of either the county superintendent of schools or the superintendent's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

(2) Any objection raised by the superintendent of schools or the superintendent's designee or the pupil to the issuance of subpoenas may be considered by the governing board of the school district in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the governing board of the school district in response to an objection to the issuance of subpoenas shall be final and binding.

(3) If the governing board of the school district, hearing officer, or administrative panel determines, in accordance with subdivision (f), that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in subdivision (f).

(4) Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

(j) Whether an expulsion hearing is conducted by the governing board of the school district or before a hearing officer or administrative panel, final action to expel a pupil shall be taken only by the governing board of the school district in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:

(1) Notice of the right to appeal the expulsion to the county board of education.

(2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion.

(3) Notice of the obligation of the parent, guardian, or pupil under subdivision (b) of Section 48915.1, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.

(k) (1) The governing board of the school district shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

(2) The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Addendum 5: Staff-related Safety Policies

m. Procedures for Background Checks

The Charter School will 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, volunteering, or contract services or any unsupervised contact with pupils of the Charter School. The Principal of the Charter School shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237 or 45125.1, except with respect to her or himself, in which case the President of the Board will review. The Principal shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

n. First Aid / CPR affirmation

All M.M.C.A. paid staff, certificated or classified, will have current certification for administering basic First Aid and CPR.

o. TB Testing

The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

p. Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne 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 bloodborne 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.

q. Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable

condition at all times. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

r. Comprehensive Sexual Harassment Policies and Procedures

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

h. Drug-Free Workplace Policy

Intent:

- The Maria Montessori Charter Academy is committed to providing a safe, secure, and healthy work environment that encourages and supports staff and students in their efforts to lead healthy productive lives. Under the provisions of the Drug-Free Workplace Act of 1988, the School intends to provide a drug-free workplace and to eliminate alcohol or drug use by employees which adversely affects their abilities to safely and satisfactorily perform their duties. The intent of this policy is the establishment of rules and regulations regarding the use, possession, manufacture or sale of illegal drugs, alcohol or controlled substances.

Implementation

- The principal or designee will make a good faith effort to maintain a drug-free workplace through the successful implementation of the conditions of this policy and any other reasonable efforts directed toward employee health and safety. The principal or designee shall certify to the Federal government, as may be required, that the School maintains a drug-free workplace.

Disciplinary Action

- The unlawful manufacture, distribution, dispensation, possession or use of an illegal drug, alcohol or controlled substance is prohibited on school grounds and at any school activities on or off campus and constitutes grounds for immediate discipline up to and including discharge. Any substance confiscated from an employee will be turned over to local law enforcement.
- The School may use its discretion in taking disciplinary action short of termination, including assisting employees with their participation in drug abuse assistance or rehabilitation programs which are approved by a Federal, State or local health agency, law enforcement or other appropriate agency.

Procedures

- In order to maintain a drug-free workplace, each employee shall abide by the terms of this policy and notify the principal or designee of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
- In order to maintain a drug-free workplace, the School shall:
 1. Provide a copy of this policy to each School employee annually, requesting a signed certification of receipt and understanding form all employees in safety-related positions.
 2. Establish and maintain a drug-free awareness program to inform employees about the dangers of substance abuse in the workplace.
 3. Take appropriate action against employees who use, distribute, possess or dispense controlled substances or violate rules in reference to possession of alcohol in the workplace.
 4. Establish, according to the requirements of the Code of Federal Regulation, Title 49, Part 382, a random drug and alcohol testing program for bus drivers and other employees in safety-related positions. (See AR 4035 for details of the Program.)
 5. Notify Federal agencies of any employee's conviction within 10 days of notification of the conviction.
 6. Impose a sanction or require satisfactory participation in a drug abuse assistance or rehabilitation program by the convicted employee within 30 days of the receipt of notification of the conviction.

Limitations:

Criminal drug violations by employees not occurring at the workplace are not subject to the conditions of this policy.

I have read and understand the policy as stated herein and will comply with its provisions.

Signature

Date

i. CONDITION OF EMPLOYMENT PURSUANT TO CALIFORNIA PENAL CODE SECTION §11166.5 CHILD ABUSE REPORTING

NAME: _____ POSITION: _____

Section §11166.5 of the California Penal Code states, in part:

Any person who enters into employment on or after January 1, 1985, as a child care custodian, medical practitioner, or non-medical practitioner, --- prior to commencing his or her employment, and as a prerequisite to that employment, shall sign a statement on a form provided to him or her by his or her employer to the effect that he or she has knowledge of the provisions of §11166 and will comply with its provisions.

Section §11166 of the California Penal Code states, in part:

--- any child care custodian, medical practitioner, non-medical practitioner, --- who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonable suspects has been the victim of a child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. For the purposes of this article, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion posed upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience to suspect child abuse.

Section §11166.5 of the California Penal code defines a "child care custodian" as:

--- teachers, administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; --- licensed day care workers; administrators of community care facilities licensed to care for children, head start teachers; --- social workers.

The California Penal Code section §11172(d) provides that mandated reporters are IMMUNE FROM LIABILITY, as provided, in part, as follows:

No child care custodian, --- who reports a known or suspected instance of child abuse shall be civilly or criminally liable for any report required or authorized by this article ---

The California Penal Code section §11172(d) provides penalties for FAILURE TO REPORT as follows:

Any person who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist, as required by this article, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term not to exceed six months or by a fine of not more than one thousand dollars (\$1,000) or both.

Pursuant to the requirements of the California Penal Code, I have read and understand the provisions of Penal Code §11166 as stated herein and will comply with its provisions. I have also

been provided with an information brochure from the Child Abuse Council describing "What is Child Abuse," "What to Report," "How to Report," and "How to Get Information and Assistance."

Signature

Date

j. FREEDOM FROM SEXUAL HARASSMENT

Pursuant to Education Code 300 et seq., all persons, regardless of their sex, should enjoy freedom from discrimination of any kind in all education institutions. The purpose of this document is to provide notice of the prohibition against sexual harassment as a form of sexual discrimination and to provide notification of available remedies.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of the sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as a basis for any decision affecting the individual regarding benefits and services, honor, programs, or activities at or through the educational institution.

You may pursue available remedies for alleged sexual harassment with:

Department of Fair Employment & Housing	(916) 445-9918
Equal Employment Opportunity Commission	(916) 744-7378
Office of Civil Rights	(415) 744-7000
Office of Intergroup Relation	(916) 657-4562

Pursuant to the requirements of the California Education Code, I have read and understand the provisions of Education Code 200 et seq., as stated herein and will comply with its provisions.

Signature

Date

Addendum 6: STAFF MEETING FOR DEBRIEFING

- As soon as any crisis has passed, the principal or designee will call a staff meeting to debrief all individuals on the crisis including the nature of the crisis, those events leading up to the crisis, any details regarding the condition of the campus or individuals involved in the crisis and any services, psychological or medical, offered to victims of the crisis, associates of the victims and / or staff.
- It will be critical to respect the privacy of all individuals involved in any crisis and the need to do such will restrict the amount of communication available to staff immediately following the event.
- All staff should make themselves available for this meeting. Staff members not directly involved in the situation should avail themselves of the opportunity to participate in the meeting in order to be well informed about what has happened and to arrest any misinformation or rumor that may be circulating regarding the incident.
- Within one week after the incident, it may be necessary to convene another meeting of staff to review the incident and the procedures associated with the incident to ensure:
 - All procedures were handled in accordance with the plan;
 - Any necessary revisions evident because of the incident are included in the plan.
- The site principal, designee, incident commander, other administrator or other qualified personnel such as the area chaplain or the school psychologist will be available to follow up as necessary with individual staff members or students.
- Staff members may be admonished to protect the privacy of any individuals involved in a crisis situation by maintaining a high degree of confidentiality.

Addendum 7 - AED Device Use

Cardiac Emergency Response Plan

Maria Montessori Charter Academy

This Cardiac Emergency Response Plan is adopted by **Maria Montessori Charter Academy** effective **(insert date)**. This plan was reviewed and approved by medical and legal counsel for **Maria Montessori Charter Academy** on **(insert date)**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of **Maria Montessori Charter Academy** shall be as follows:

1. Developing a Cardiac Emergency Response Team

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the “Cardiac Emergency Response Team” attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the “Protocol for Posting” attachment.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for **Maria Montessori Charter Academy**:

- (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (2) *Outside the school building on school grounds / athletic fields* – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations.

- (b) **Maria Montessori Charter Academy** will regularly check and maintain each school-owned AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.

- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.

- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.

- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment and in the “Protocol for Posting” attachment.

4. **Communication of this Plan throughout the school campus**

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:

- (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
- (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

- (a) Staff Training:
- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **Maria Montessori Charter Academy** to carry out this Plan. (It is recommended that at a

minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.

- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **Maria Montessori Charter Academy** shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. **Maria Montessori Charter Academy** shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See “Conducting Drills” attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. It is suggested that the school / school district consider incorporating the use of students in the Drills. Cardiac Emergency Response Drills can be integrated existing drills if you include the Cardiac Chain of Survival, which is:

- (1) Recognize sudden cardiac arrest (when someone suddenly collapses, treat it like SCA as seconds count -e.g. don't spend a couple minutes trying to “wake them up”)
- (2) Direct someone to call 911
- (3) Direct someone to retrieve the AED
- (4) Direct someone to wait out front and show EMS the best route to get to the victim.
- (5) Start CPR

6. Local Emergency Medical Services (EMS) integration with the school/school district's plan

- (a) **Maria Montessori Charter Academy** shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) **Maria Montessori Charter Academy** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. Annual review and evaluation of the Plan

Maria Montessori Charter Academy shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the schools response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
- (2) Determine the procedures for the release of information regarding the cardiac emergency.
- (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
- (4) The identification of the person(s) who responded to the emergency.
- (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

- (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

8. Protocol for School Cardiac Emergency Responders

Maria Montessori Charter Academy Cardiac Emergency Response Team PROTOCOL

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.

- Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old.
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.

- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

Building Location Information

School Name & Address: Maria Montessori Charter Academy 1850 Wildcat Blvd, Rocklin, CA 95765

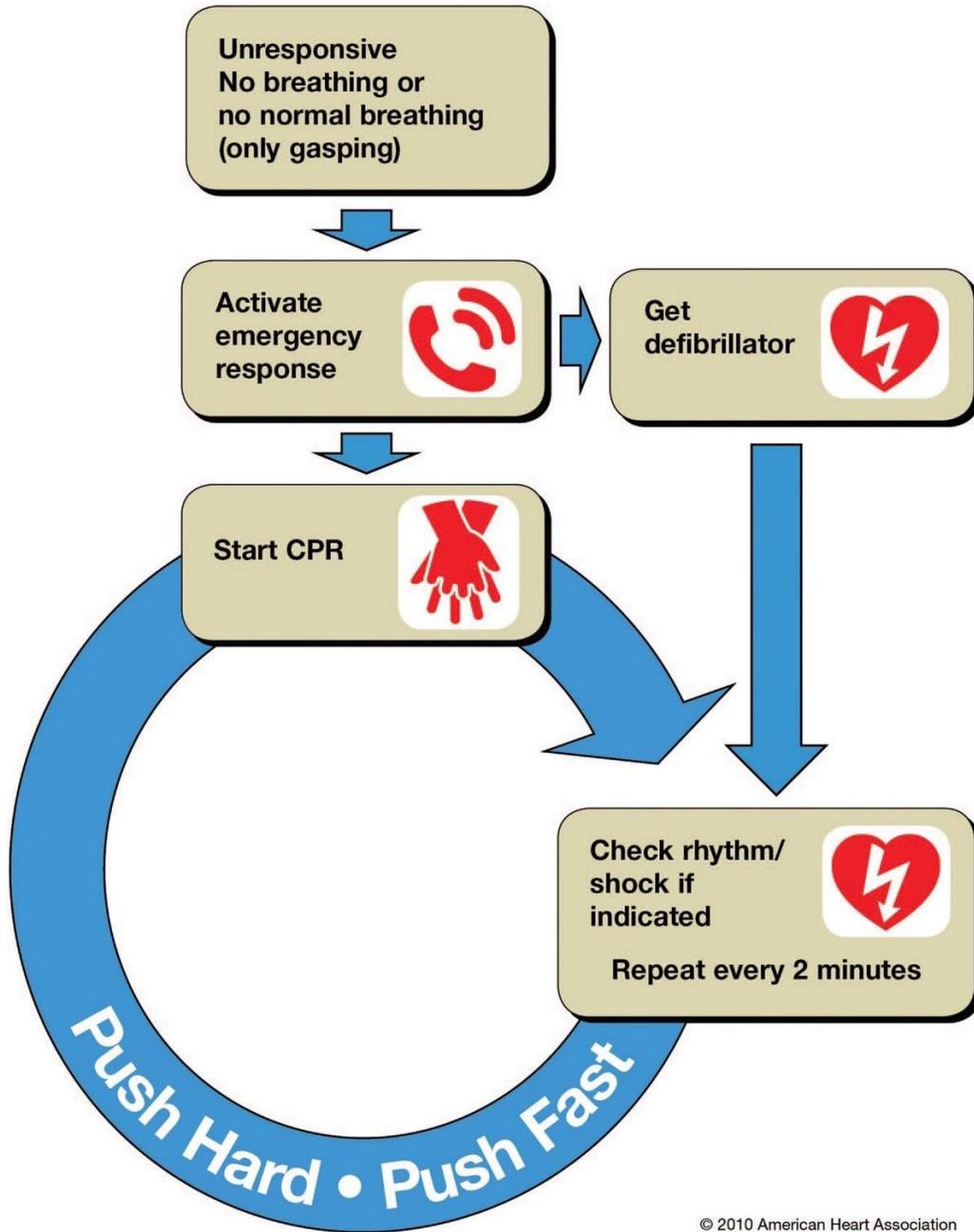
School Emergency Phone: (916) 630-1510

Cross Streets: On Wildcat between Stanford Ranch and Bridlewood Dr

AED Location: In the gymnasium or with the sport team for away games.

**Maria Montessori Charter Academy
CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL**

Simplified Adult BLS



IMPORTANT: This is a draft document intended for use in formulating a plan for adoption by a school/school district. Medical and legal counsel for the school/school district should review this Plan before implementation. It is the responsibility of the school/school district to ensure that the Cardiac Emergency Response Plan as adopted is consistent with local, state and federal law.

Appendix G: MMCA Board of Director By-laws

The organizational by-laws are included *supra*.

BYLAWS
OF
MARIA MONTESSORI CHARTER ACADEMY
(A California Nonprofit Public Benefit Corporation)

ARTICLE I

NAME

Section I. NAME. The name of this corporation is **MARIA MONTESSORI CHARTER ACADEMY**.

ARTICLE II

PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation will be **1850 Wildcat Blvd., Rocklin**, 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.

Section 2. 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 III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the **Maria Montessori Charter Academy** ("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.

ARTICLE IV

CONSTRUCTION AND DEFINITIONS

Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V

DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit

fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section I of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. ROLE OF THE BOARD OF DIRECTORS. The Board of Directors interprets the Mission and Vision of the school and clarifies its philosophy to all stakeholders. They provide leadership in the process of on-going strategic planning and self-study in conjunction with the Executive Director and other stakeholders of the school. The Board of Directors formally adopts long-range plans and provides structure for their implementation. The Board of Directors selects the Executive Director to administer the school and provides support and formal periodic evaluation of performance. The council assumes a primary role in Fund Development for the school, assuring that sufficient operating funds are available and approving the annual operating budget. The Board of Directors authorizes policies and contracts that are used to fulfill the mission. These policies govern the day-to-day operation of the academy in all areas of concern to the Board of Directors: staffing approval, legal, financial, facility planning, definition of programs and strategic direction. The Board of Directors, in collaboration with the Executive Director, ensures that policies are in place to see that laws and regulations are followed and that the day-to-day operation is consistent with Board of Directors approved policy as well as the mission, vision and philosophy of the charter. Board of Directors members serve as ambassadors for the school, promoting its successes, proactively

creating a positive relationship in the community and building partnerships with individuals and organizations that share its values and philosophy.

Section 4. ADMINISTRATIVE AUTHORITY. Day-to-day administration of the Academy is managed by the Executive Director, and to the extent practical, in collaboration with teams of students, parents, teachers and administrators. The Board of Directors approves substantive policy issues while the Executive Director has responsibility for policy issues that deal with the more day-to-day running of the school. The Executive Director has responsibility for creating an annual business plan and presenting it to the Board of Directors for approval. The Director will have the additional responsibility of assisting in the recruitment of the most qualified staff available for the school.

Section 5. DIRECTORS AGREEMENTS. Directors shall sign and agree to the Board of Directors Member Agreement and the Conflict of Interest Agreement. This shall be done on an annual basis.

Section 6. DESIGNATED DIRECTORS. The number of directors shall be no less than (5) and no more than (12), unless changed by amendments to these bylaws. These Directors shall be elected by the MMCA parent community as described in Section 9 below. The Executive Director shall be a non-voting member of the board. Two MMCA teachers will be elected by their peers and serve as voting members. An appointee of the sponsoring school district may serve as an ex-officio member.

Section 7. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons.

An interested person is

- a. any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and
- b. any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 8. DIRECTORS' TERM.. The term of office for Board of Directors members is two years

There are no term limits.

Section 9. ELECTIONS. The Elections Committee, made up of volunteer board members whose terms will not expire during the current election cycle, shall be responsible for determining elections timelines and logistics not otherwise specified in these bylaws.

The following steps will be taken for the election process:

- a. Balloting logistics, including an election timeline, shall be decided by the Elections Committee and approved by the full Board by the October Board of Directors meeting. A slate of candidates will be developed and communicated to the school population, in writing and electronically, by mid November. Elections shall be completed by the Winter Break.
- b. Individuals may be recommended or recruited by anyone with interest in MMCA or may volunteer themselves for consideration as Board of Directors members. Application forms will be available in the office and on the web. Interested parties will be given information on the role of a Board of Directors member, time commitments, benefits, responsibilities and qualifications as well as an application form to complete and return to the committee. A background packet, similar to the packet distributed to prospective families will also be made available. Applications will be accepted during the nomination period, as designated by the Elections Committee. Background information provided by the candidates will be included in the ballot.
- c. Eligible Families may vote for individual candidates. Eligible families are defined as the parents or legal guardians of MMCA K-8th grade students or Children's House students. Each child may be represented by up to two voters, typically his or her parents or guardians. If the family is made up of two households, the intention is that each household should be allowed one vote. No parent or guardian may vote more than once, regardless of how many children in the family are enrolled at MMCA.

e. Ballots will be counted at the end of the designated polling period. If more candidates apply than there are positions to fill, the candidates with the highest number of votes will be elected. In the event of a tie, a run-off will be held.

f. January will mark the first meeting of the new Board. Thirty minutes at the opening of each Board meeting will be committed to board training until the process is completed and as needed thereafter. The training will be conducted by a facilitator or facilitators to be named by the Executive Director. Training Topics shall include, but not be limited to, the Charter School movement, Montessori Philosophy, their Roles and Responsibilities as council members, and the Brown Act. Interested parties may observe the Board training. A Directors' Binder will be given to each new member at the training, and a copy will be available for viewing in the office. Retiring Board members are invited to attend the January and February Board meetings for the purpose of mentoring the new Board by participating in a post meeting evaluation discussion. The first order of business at the first Board of Directors meeting will be to discuss organization of the Board, including selection of Officers.

Section 10. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No Corporate funds shall be expended to support a nominee.

Section 11. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) termination or suspension of an interested Director's employment with the Charter School.

Section 12. RESIGNATION OF DIRECTORS. Except as provided below, directors wishing to resign shall do so by giving written notice to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given *unless* the notice specifies a later time for the resignation to become effective.

Section 13. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 14. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of 2/3 of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

Grounds for removal may include:

- Failure to attend two or more meetings of the Board in a calendar year;
- Failure to carry-out the general duties of a member of the Board
- Based upon violations of state or federal criminal codes.

Removal of a member of the Board may be initiated by any member of the Board or by a majority vote petition of eligible families. The Board will hold a public meeting to consider any request or petition for removal within ten (10) school attendance days of receiving such a request or petition. Such meeting will be conducted with regard for due process and in public, except where the individual requests a closed session pursuant to individual rights of personal privacy or where the Board determines a closed session is required for reasons of potential litigation and due process. Where a closed session is held, the final action of the Board will be taken in public.

Section 15. BOARD VACANCIES. Vacancies on the Board of Directors shall be filled at the next regular election, unless the Board's membership falls below 5, in which case a special election shall be held to fill any and all vacancies.

Section 16. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 17. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et 5M., as said chapter may be modified by subsequent legislation.

Section 18. MEETINGS: ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). {Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). If any discrepancy arises between this Article and the Brown Act, the Brown Act shall take precedence. All Board of Directors members shall read and be familiar with the Brown Act. The Secretary and Parliamentarian shall maintain current copies of the Brown Act, available at Board meetings. The Board of Directors shall meet annually in January for the purpose of organization, election of officers, and the transaction of such other business as may properly be brought before the meeting.

Section 19. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

- a. Deliberations. All Board meetings shall be open to the public and the public is encouraged to attend. Anyone wishing to comment on any subject not on the agenda shall have an opportunity, not to exceed five (5) minutes, near the start of the Board meeting. Anyone wishing to comment on a proposed action item shall have an opportunity, not to exceed five (5) minutes, prior to the vote on that item. Granting additional time to speak shall be at the discretion of the Parliamentarian. The ideas and opinions of each Director are equally important in arriving at decisions. Directors shall consider all points of view and shall solicit the advice of all interested parties as needed.
- b. Recording of meetings. In accordance with the Brown Act, Board meetings may be recorded by any attendee. As a courtesy, persons intending to record a meeting or portion of a meeting shall inform other attendees of this intention before beginning the recording.

Section 20. SPECIAL MEETINGS. Special meetings may be called by the President, the Executive Director, or by majority vote of the Board of Directors. Notice of a special meeting, including an agenda, shall be posted at the entrance to the school office in full view at least twenty-four (24) hours in advance of the date of the meeting. Only such business shall be conducted at a special meeting as shall have been noticed in the agenda. The party calling a special meeting shall determine the place, date, time, and topic thereof. The physical presence of a quorum of voting directors then in office shall be required for a special meeting to take place.

Section 21. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be delivered to each Director at each Director's email or physical address, as it is shown on the records of the Corporation.
- b. Written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed

to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 22. QUORUM. A majority of the voting directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy. In the event that any members of the Board are legally disqualified from participating in decision-making on a particular action item, a majority of the remaining voting members of the Board shall constitute a quorum for that particular action item.

Section 23. VOTING. Each voting Director shall be entitled to one vote and may cast that vote on each action item submitted to a vote of the Board. Decisions will be made by majority vote. Board members must be present in order to vote. With respect to procedures governing voting matters, the Brown Act shall be applicable to issues not addressed herein. No matter may be voted upon which goes against the fundamental mission and vision of the Charter.

Section 24. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Telephonic participation by individual board members does not constitute teleconferencing as long as a physical meeting is being held at principal office of the Corporation.

Section 25. ADJOURNMENT WITH CONTINUATION. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. In the event that the meeting is continued more than 24 hours after adjournment, special meeting requirements shall apply.

Section 26. REIMBURSEMENT. Directors may receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable to the corporation at the time that the resolution is adopted.

Section 27. WORKING GROUPS. The Board may form working groups in order to research issues of interest and make recommendations or proposals to the board. These groups may consist of any number of directors less than a quorum of the full board and may consult with any non-directors as appropriate. Working groups may not take any action which is binding on the full board.

Section 28. APPOINTMENT OF REPRESENTATIVES/LIASONS: The Board may appoint, by majority vote, such representatives or liasons to other groups as may be required, and may empower these representatives to complete such functions as required.

Section 29. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 30. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII

OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, a Chief Financial Officer, and a Vice President/Parliamentarian.

Section 2. DUPLICATION OF OFFICE HOLDERS. The same person may not hold more than one office at a time.

Section 3. ELECTION OF OFFICERS. Officers shall be elected annually by the Board of Directors from among the elected directors. Announcement of election of officers shall be properly noticed on the agenda. No office shall be held by an employee of the Corporation.

Section 4. REMOVAL OF OFFICERS. The Board of Directors may remove any officer with or without cause by a majority vote of the elected Directors currently in office. In the event that the President is the officer facing removal, the President may not refuse to include discussion of that removal on the agenda for the meeting

Section 5. RESIGNATION OF OFFICERS. In order to resign, an officer shall submit written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for election of officers for the remainder of the term, until the next annual election. This action must be properly noticed on the agenda for the meeting at which it takes place..

Section 7. PRESIDENT. The President shall preside at all Board of Director's meetings in a fair and impartial manner, striving to promote consensus on the Board. The President shall prepare the agenda for each Board meeting, including requests from Directors on issues within the Board's purview, and provide it to the Secretary to distribute in accordance with Article VII. The President shall act as official spokesperson, for the Board and in accordance with Board policies, to the public and the sponsoring School District and School Board. The President shall approve, sign and transmit all pertinent documents requiring Board action. The President shall also ensure that Board meetings are conducted in an orderly manner and shall have the power to exclude disruptive individuals from Board meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 8. VICE-PRESIDENT/PARLIAMENTARIAN: The Vice-President shall perform all the duties of the President if the President is absent or disabled. When so acting, the Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-President shall give advice on parliamentary procedure as needed, including, but not limited to, guidance on the Brown Act. The Vice-President may assist with keeping the Board focused on the topic being discussed, apprising the Board of time constraints, helping to maintain orderly discussion and ensuring that every Board member who wishes to debate a topic has the opportunity to do so. The Vice-President/Parliamentarian is entitled to all rights and privileges of membership including the right to make motions, debate, and vote. The Vice-President shall have such other powers and perform such other duties as the Board of Directors may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors meetings and whether each director is physically or electronically present. The Secretary shall maintain a current roster of Directors' contact information, including physical and electronic addresses and telephone numbers. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

The Chief Financial Officer shall oversee, in conjunction with the Executive Director, the presentation of a balanced budget to the Board of Directors for annual vote, in time to be forwarded to and approved by the sponsoring School District School Board. The Chief Financial Officer shall oversee and report to the Board on long-range policies regarding fiscal soundness for the school, including fundraising.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONFLICTS OF INTERESTS; General Requirements

Members of the Board of Directors shall not engage in any employment or activity which is inconsistent with, incompatible with, in conflict with, or inimical to the Director's duties to the Charter School. This conflict of interest policy (as set forth herein) shall not be interpreted as requiring a higher level of responsibility or obligation than the statutory conflict of interest provisions.

Section 2. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and

(b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

A Director shall not be considered to be financially interested in a contract if his or her interest is including, but not limited to, any of the following:

1. That of an officer or employee being reimbursed for his or her actual and necessary expenses incurred in the performance of an official duty.
2. Board/Council of which he or she is a member, on the same terms and conditions as if he or she were not a member of the Charter School Board of Directors.
3. That of a landlord or tenant of the contracting party if such contracting party is the federal government or any federal department or agency, this State or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial or public district of this state or an adjoining state.
4. That of a non-salaried member of a nonprofit corporation (other than the charter school), provided that such interest is disclosed to the Charter School Board of Directors at the time of the first consideration of the contract, and provided further that such interest is noted in its official records.
5. That of a non-compensated officer of a nonprofit (other than the charter school), tax exempt corporation which, as one of its primary purposes, supports the functions of the Charter School Board of Directors to which the Charter School Board of Directors has legal obligation to give a particular consideration, and provided further that such interest is noted in its official records.
6. That of compensation for employment with a governmental agency, other than the governmental agency that employs the officer or employee, provided that the interest is disclosed to the Charter School Board of Directors at the time of consideration of the contract, and provided further that the interest is noted in its official records.
7. That of an attorney of the contracting party or that of an owner, officer, employee or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than ten percent in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

In addition, a Director shall not be deemed to be interested in a contract made pursuant to competitive bidding under a procedure established by the Service Center if his or her sole interest is that of an officer or director or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrower or depositor, debtor or creditor. A Charter School Governing Board/Council member shall not be deemed to be financially interested in a contract if he or she has only a remote interest in a contract and if the remote interest is disclosed during Charter School Governing Board/Council meeting and noted in the official Charter School Governing Board/Council minutes. The affected Charter School Governing Board/Council member shall not vote or debate on the matter or attempt to influence any Charter School Governing Board/Council member to enter into the contract. Remote interests are specified in government Code Section J09J(b).

Section 3. MMCA EMPLOYEES. To avoid any appearance of impropriety, MMCA Board Teacher Representatives shall be recused from any closed session personnel topics, including the hiring, firing, evaluation and negotiations with any former, current and prospective employee. Employees shall also recuse themselves from voting on matters in which they have a direct or indirect financial interest or which affect their conditions of employment.

ARTICLE X

CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision making employees) directly or indirectly has a material financial interest unless all of the requirements in the MARIA MONTESSORI CHARTER ACADEMY Conflict of Interest Policy have been fulfilled.

ARTICLE XI

LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 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 XIII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand of the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any

such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report, or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000.

For this purpose, an "interested person" is either:

- (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
- (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII MMCA OPERATIONAL BACKGROUND

Section 1. The Maria Montessori Charter Academy was originally organized as a "government entity," a subsidiary of the Twin Ridges Elementary School District, in the year 2000. The charter school operated successfully for eight years as a "government entity". The Maria Montessori Charter Academy Charter Council effectively served as the charter school's Board of Directors for eight years. In 2008, the Charter Council, in coordination with the charter school's new sponsoring school district, the Rocklin Unified School District, agreed to

change the school's organized status from "government entity" to "non-profit". The Charter Council (and later, Board of Directors) has operated under Brown Act compliant by-laws since the charter school's inception.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. 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 MARIA MONTESSORI CHARTER ACADEMY or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1 and end on June 30th of each year.



1850 Wildcat Blvd.
Rocklin, CA 95765
(916) 630-1510
www.mmcharter.org

Appendix H: School Uniform Policy

Uniform Requirements (rev. 2011)

Tops

Styles: Uniform-style oxfords, polos, turtlenecks, T-shirts or blouses. Tops must be sleeved (long or short). Other than the MMCA logo, all tops must be completely unadorned (no logos, lettering, graphics, sparkles, sheen, patterns, decorative accents, etc.).

Colors (solids): white, light blue, navy blue, or forest green.

Second layer: sweater, cardigan or vest in navy blue, MMCA sweatshirts (available thru PTA) are allowed.

Outerwear: not regulated.

Bottoms

Styles: Uniform-style pants, capris, shorts, skirts, dresses, or jumpers not shorter than 2" above the knee.

Colors (solid): Navy blue or tan khaki.

Examples of unacceptable bottoms: jeans, sport- or sweat-pants, overalls, leggings as pants.

Footwear

Socks or tights in white, navy blue or forest green.

Indoor and outdoor shoes are to be closed at toe and heel, with non-skid soles.

Shoes containing integrated skates must have the skate components removed.

Outdoor shoes must be appropriate for P.E. and running games.

Accessories/Hair

Hairstyles are expected to be non-distracting and out of the student's eyes.

Hair accessories are to be minimal, non-distracting and in one of the uniform colors.

Jewelry and other accessories are limited to wristwatches and stud earrings.

Hats or hoods will be worn outdoors only, and in the manner for which they were designed.

General

6. Any item, type, or color of clothing not specifically allowed in the document is disallowed.
7. Clothing should be clean and should fit properly.
8. Please mark all removable clothing with the student's name in permanent ink.
9. Shirts and blouses with shirttails are to be tucked in except during recess or P.E.
10. There are to be no bandanas.

Appendix I: Financial Information

Included within this section is M.M.C.A.'s:

- a. FY 2016 Audited Financial Statements, including the “Communications with those charged with Governance” memorandum from James Marta and Associates to the M.M.C.A. Board of Directors;
- b. FY 2017 Audited Financial Statements, including the “Communications with those charged with Governance” memorandum from James Marta and Associates to the M.M.C.A. Board of Directors;
- c. FY 2018 Adopted Budget, including narrative, statement of cash flows and three year projection
- d. Three year Financial Projections through FY 2021, including budget, narrative, revenue detail and cash flow projections for each fiscal year

**Appendix J: Copy of Agreement with Charter School Business Services (“CSBS”),
M.M.C.A’s back office services provider**

MMCA contracts with “CSBS” for back office business and finance support. The Principal of CSBS, Larry Pastore, has extensive school finance experience, including serving as past Business Superintendent of both the Twin Ridges Elementary School District and the Grant Unified School District. The agreement itself spells out the areas of support that CSBS provides MMCA.

ADMINISTRATIVE SERVICES AGREEMENT

This Administrative Services Agreement ("Agreement") is executed between Larry Pastore, dba Charter School Business Services ("CSBS") and Maria Montessori Charter Academy, a California public charter school ("Charter School").

I. RECITALS:

- A. CSBS is a sole proprietorship existing under the laws of the State of California.
- B. The Charter School is a public charter school existing under the laws of the State of California.
- C. The Charter School desires CSBS to perform certain administrative functions on its behalf, and CSBS wishes to perform those functions.
- D. The parties to this Agreement wish to set forth their respective fiscal and administrative responsibilities and their legal relationships, for the operations of the Charter School.

II. AGREEMENTS

A. Terms

- 1. The Term of this Agreement shall be from July 1, 2017 to June 30, 2022. This Agreement may be amended and/or modified as outlined herein. Unless otherwise agreed in a new written agreement, the all rights, responsibilities, and obligations outlined herein shall terminate on June 30, 2022.
- 2. The services performed by CSBS on behalf of the Charter School are set forth in Exhibit A.
- 3. Performance obligations of the Charter School are set forth in Exhibit B.
- 4. Any modification of this Agreement shall be in writing and executed by duly authorized representatives of both parties and indicate the intent to modify this Agreement.
- 5. The duly authorized representative of Charter School is the Director of Maria Montessori Charter Academy.
- 6. The duly authorized representative of CSBS is Larry Pastore.

- B. Termination. Either party may terminate this Agreement after 30 days written notice to the other upon a material breach of the Agreement. However, breach of this Agreement shall not occur if the notified party cures the alleged breach within 30 days of receipt of the notification. This agreement will terminate on June 30, 2018, should Charter School's charter not be renewed.

- C. Compensation to CSBS The Charter School agrees to pay CSBS \$49,000 for CSBS's services under this Agreement, divided into 12 (twelve) equal monthly payments beginning July 2017. The Charter School will make each payment by the last day of each month.

D. Liability

- 1. CSBS shall not be liable for any errors, omissions, debts or obligations made or entered into by Charter School.
- 2. It is the intent of the parties that the Charter School shall be responsible for its

own debts and obligations. Nothing in this Agreement shall be construed as imposing on CSBS any liability arising out of the operations of Charter School, except if liability may result from services improperly performed by CSBS on Charter School.

3. With respect to its operations under this agreement CSBS shall, to the fullest extent permitted by law, hold harmless and indemnify the Charter School, its officers, directors, and employees from and against any and all claims, demands, actions, suits and losses, arising out of the actions of CSBS or any of its employees, officers, agents, including injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of CSBS or its officers, employees, agents and consultants, excepting only that portion of those claims, demands, actions, suits, losses, liability expenses and costs caused in whole or in part by the negligence or willful misconduct of the Charter School, its officers, directors and employees to the extent that portion of such negligence or willful misconduct is established by a final judgment of a court of competent jurisdiction. If a court determines that the Charter School was negligent or engaged in willful misconduct it shall hold harmless and indemnify CSBS for the losses attributable to the Charter School's actions.

With respect to its operations under this agreement the Charter School shall, to the fullest extent permitted by law, hold harmless and indemnify, CSBS, its officers, directors, and employees from and against any and all claims, demands, actions, suits and losses, arising out of the actions of the Charter School or any of its employees, officers, agents, including injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the Charter School or its officers, employees, agents and consultants, excepting only that portion of those claims, demands, actions, suits, losses, liability expenses and costs caused in whole or in part by the negligence or willful misconduct of CSBS, its officers, directors and employees to the extent that portion of such negligence or willful misconduct is established by a final judgment of a court of competent jurisdiction. If a court determines that CSBS was negligent or engaged in willful misconduct it shall hold harmless and indemnify the Charter School for the losses attributable to CSBS actions.

Neither the Charter School nor CSBS shall be obligated to indemnify the other party in any manner whatsoever for the other party's negligence.

4. Any question of liability will be deferred to the dispute resolution process outlined at Section S. of this agreement. CSBS's aggregate liability on all claims of any kind whether based on contract, indemnity, warranty, tort (including negligence), strict liability, or otherwise, for all losses or damages arising out of or relating to this Agreement will be limited to one year's annual compensation actually paid CSBS pursuant to this Agreement or other reasonable amount as agreed upon through dispute resolution.

E. Legal Relationship

1. The Parties recognize that the Charter School is a separate legal entity. Further, the Charter School recognizes that CSBS is not the granting or sponsoring agency and therefore has no oversight obligation as outlined in the Charter Schools Act. Nothing in this Agreement shall be interpreted as impairing or substituting the Charter School's obligations to report to any and all agencies.
2. The Charter School shall have no authority to enter into a contract that would bind CSBS, nor to extend the credit of CSBS to any third person or party. CSBS shall have no authority to enter into a contract that would bind Charter School, absent authorization by the Charter School Board or designee.
3. The Charter School shall clearly indicate to vendors and other entities and individuals with which or with whom the Charter School enters into an agreement or contract for goods or services that the obligations of the Charter School under such agreement or contract are solely the responsibility of the Charter School and are not the responsibility of CSBS.
4. The Charter School affirms that the Charter School shall remain solely liable for all debts incurred by the Charter School and that no action taken by CSBS shall render CSBS liable in any way for the debts of the Charter School.

F. Services and Performance Obligations of the Parties.

The services to be provided by CSBS are outlined in Exhibit A. Performance obligations of the Charter School are set forth in Exhibit B.

- G. Non-Assignment Neither party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party.
- H. Severability If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to public policy, federal, state or local law, statute, or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.
- I. Attorneys' Fees and Costs In the event that an action or proceeding is instituted to enforce any provision of this Agreement, the prevailing party shall be entitled to its court costs, interest and reasonable attorneys' fees as fixed by the court.
- J. Force Majeure CSBS shall not be liable for any delay in performance or inability to perform due to force majeure, including without limitation any acts of nature, acts or omissions of Charter School, major equipment failures, fluctuations or nonavailability of electrical power or telecommunications equipment, or any other act, omission or occurrence beyond CSBS's reasonable control.
- K. Governing Law This Agreement shall be governed by and construed in accordance with the laws of the State of California. In any court action filed, the venue shall rest in the Placer County Superior Court.

- L. Authority to Contract Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement. If a corporation, that entity shall, upon request, provide a valid and binding corporate resolution to the other authorizing its signatory to enter into this Agreement.
- M. Independent Status This Agreement is by and between two independent entities. CSBS is an independent contractor to the Charter School, and is not intended to, and shall not be construed to, be the agent, servant, employee, partner, joint venturer, or associate of the Charter School, except for the services covered by this Agreement.
- N. Integration This represents the full and final Agreement between the Charter School and CSBS and shall be modified only in writing by the mutual agreement of the parties which indicates an intent to modify this Agreement. All previous and collateral agreements, representations, warranties, promises, and conditions relating to the subject matter of this Agreement are superseded by this Agreement and, if not explicitly incorporated into this Agreement, will not be binding on either party.
- O. Notices All required notices under this Agreement shall be given in writing to the addresses listed below. Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.
- P. Waiver The waiver by any party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
- Q. Dispute Resolution Disputes between Charter School and CSBS shall be resolved using the dispute resolution process identified below.
1. Informal Process: The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses and phone numbers of designated representatives of the party. The designated representatives must be an employee(s) of Charter School or CSBS; (2) a statement of the facts of the dispute, including information regarding the parties attempts to resolve the dispute; (3) the specific sections of the Agreement that are in dispute; and (4) the specific resolution sought by the party. Within five business days from receipt of the notice of dispute the representatives from Charter School shall meet with representatives from CSBS in an informal setting to try to resolve the dispute.
 2. Mediation: If the informal meeting fails to resolve the dispute the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven business days to assist the parties in resolving the dispute (if the State Mediation and Conciliation Service is unable or refuses to provide a mediator the parties shall mutually agree upon a mediator). The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than 30 calendar days after receipt of the request for appointment. The party initiating the dispute

shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven business days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party in advance of the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by CSBS and Charter School. Mediation shall be completed within sixty (60) days following the Notice of Intent to Proceed to Mediation.

- 3. If the parties fail to achieve resolution through information discussion or formal mediation, the aggrieved party may initiate a proceeding in Superior Court for Placer County. Limitation periods unique to public entities apply to any lawsuit brought to enforce this Agreement.
- R. Execution Of Documents Each of the parties hereto shall execute any and all papers and documents necessary to affect the purpose of this Agreement and do all acts necessary to carry out the terms of this Agreement.
- S. Time The parties agree that time is of the essence in this Agreement and each and every provision thereof.
- T. Independent Advice. All parties have obtained independent legal and tax advice regarding the consequences of this transaction from the attorney and Certified Public Accountant of their choice. This Agreement is to be construed as if both parties actively drafted this Agreement, and no term or clause shall be construed against either party as a result of ambiguity.
- U. Exhibits Incorporated By Reference Each Exhibit referenced in this Agreement is incorporated by that reference into, and becomes an integral part of this Agreement just as if such Exhibits were set out in full in the text or body of this Agreement.
- V. Counterparts: This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which, together, shall constitute one and the same document.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written:

MARIA MONTESSORI CHARTER
ACADEMY

CHARTER SCHOOL BUSINESS SERVICES

By: _____

By: _____

Exhibit A

Services to be Provided by CSBS

Purchasing: Create and issue purchase orders based on Charter School-prepared and approved purchase requisitions. Forward purchase orders to vendor.

Accounts Payable: Process accounts payable and issue checks weekly. Submit check register for Charter School approval. Prepare 1099's annually.

Payroll: Process payroll monthly based on Charter School prepared and approved schedule. Paychecks (including direct deposit) will be issued on the last working day of the month. Prepare and submit PERS and STRS reports. Ensure that federal and state tax deposits are made within given timelines. File quarterly and annual returns as required. Prepare W-2's annually.

Accounting: Reconcile cash and all other balance sheet accounts on a monthly basis. Prepare all necessary journal entries. Perform all necessary year-end closing activities within given timelines.

Budgeting: Assist Charter School with the preparation and maintenance of the school budget.

Financial Reporting: Prepare the Adopted Budget, First and Second Interim Reports, and the Unaudited Actuals using the State SACS Software.

Attendance Reporting: Prepare and submit the required attendance reports (P-1, P-2 and P-A) based on Charter School data. *Charter School is responsible for maintaining attendance data.*

Use Tax: Prepare and submit Use Tax Returns as required.

FORM 990: Prepare and submit IRS FORM 990 by annual due date.

Audit: Prepare audit schedules and provide auditors with additional information as necessary. Note that Charter School is responsible for certain pieces of the audit including but not limited to attendance.

Accounting System: The accounting system *will be provided by Charter School.*

Miscellaneous: CSBS will provide check stock, W-2 and 1099 forms, check printer and postage necessary for processing payroll and accounts payable. These supplies and the printer will be located at the CSBS office in Auburn, California.

Exhibit B

Charter School Responsibilities

Purchasing: Prepare, input and approve all purchase requisitions. Obtain Form I-9 from vendors and maintain complete file.

Accounts Payable: Collect and forward vendor invoices to CSBS. Approve check register prior to release of checks.

Personnel: Maintain all personnel files. Enroll employees as necessary in health, dental and vision plans, and also retirement programs (PERS and STRS). Ensure Department of Justice clearance.

Payroll: Prepare payroll summary monthly and forward to CSBS by the fifth working day before the last working day of the month. Obtain or authorize CSBS to obtain accounts necessary to make on-line tax deposits. Work with CSBS to establish the process to report STRS and PERS through the County Office of Education.

Accounting: Communicate accounting information to CSBS (i.e. award letters, attendance certifications, lease agreements).

Budgeting: Provide CSBS with budget assumptions and financial data as necessary. The budget will be prepared based on information provided by Charter School, and the accuracy and completeness of the projections are the responsibility of Charter School.

Financial Reporting: Provide information as necessary for the accurate preparation of the aforementioned reports.

Attendance: Acquire and maintain an adequate and reliable attendance system. Forward summarized data to CSBS within agreed upon timelines.

Accounting System: Acquire an adequate and reliable accounting system that is mutually agreeable to CSBS and Charter School. Charter School will have secured the accounting system not later than June 1, 2008.

Use Tax: Understand that certain out-of-state purchases are taxable. Approve and sign the CSBS-prepared returns.

FORM 990: Provide CSBS with information (e.g. Council Member contact information) as necessary.

Audit: Work with auditor and contractor to ensure efficient audit. Provide information as necessary. It is expected that the audit will be performed at Charter School's site.

Miscellaneous: Charter School is responsible for maintaining an account with a bank that offers direct deposit for payroll.