# Appendix C

## Instructional Resources List

California Montessori Project

# CMP-Elk Grove Instructional Resources List

| Subject | Textbooks and Instructional Materials |
|---|---|
| English Language Arts K-3rd | Montessori Language Arts Curriculum<br>Montessori Word Building Program<br>Albanesi Language Arts Curriculum<br>Primary Phonics, Modern Curriculum Press, Houghton Mifflin<br>Educators Publishing Service Explode the Code<br>Accelerated Reader<br>Time for Kids<br>McGraw Hill SRA Reading Laboratory<br>Instructional Level Spelling Program<br>Handwriting Without Tears<br>6+1 Scholastic Writing Trait Crates |
| English Language Arts 4th-6th | Montessori Language Arts Curriculum<br>Albanesi Language Arts Curriculum<br>ETC Montessori Language Arts Educators Publishing Service Wordly Wise<br>Historic Literature Novels<br>Literature Circles Novels<br>Accelerated Reader<br>Time for Kids<br>McGraw Hill SRA Reading Laboratory<br>Instructional Level Spelling Program<br>Handwriting Without Tears<br>6+1 Scholastic Writing Trait Crates |
| English Language Arts 7th-8th | Houston Montessori Reproducible Materials<br>Historic Literature Novels<br>Literature Circles Novels<br>Accelerated Reader |
| Mathematics K-3rd | Montessori Math Curriculum<br>Albanesi Math Curriculum<br>Accelerated Math<br>Math Facts in a Flash |
| Mathematics 4th-6th | Montessori Math Curriculum<br>Albanesi Math Curriculum<br>Accelerated Math<br>Math Facts in a Flash |
| Mathematics 7th-8th | Houghton Mifflin – California Math *<br>Accelerated Math<br>Math Facts in a Flash<br><br>* *Math pilot for future adoption* |
| Science 4th – 5th | Montessori Science Curriculum<br>McGraw Hill SRA Science Reading Laboratory<br>Prentice Hall - California Earth Science<br>Science Studies Weekly<br>ETC Science |
| Science 6th-8th | Pearson Prentice Hall: Science Explorer: Physical Science<br>Pearson Prentice Hall: Science Explorer: Life Science<br>ETC Science<br>Science Studies Weekly |
| History-Social Science | All: Montessori History Curriculum<br>4th -6th Teacher's Curriculum Institute: Social Studies Alive! America's Past<br>4th -6th Teacher's Curriculum Institute: History Alive! Ancient World<br>7th-8th: Teacher's Curriculum Institute: History Alive! The United States Through Industrialism<br>History Alive! The Medieval World and Beyond |

# Appendix D

## 2011-2016 CMP-Yuba SELPA MOU

# 2011-2016
# Memorandum of Understanding

## Governing Special Education and Related Services
## Between
## California Montessori Project Charter-Elk Grove
## and
## Yuba County Special Education Local Plan Area

**Recitals**

A. Education Code Section 47641 provides that under certain conditions charter schools may participate as a local education agency (LEA) for special education purposes. California Montessori Project Consortium (CMP) was approved by the governance councils of Yuba County Special Education Local Plan Area (hereinafter "the SELPA") as a LEA effective 7/1/06. Beginning 7/1/07 the charter school members of California Montessori Project Charter Consortium are approved as LEA members of the Yuba County SELPA. For purposes of governance and development of MOUs, the LEA members of California Montessori Project Consortium, may continue to act as a consortium for special education services.

B. As a LEA, California Montessori Project-Elk Grove ensures that all students with exceptional needs attending schools operated by the LEA members are provided with a free and appropriate education in compliance with the Individuals with Disabilities in Education Act; 20 U.S.C. Sec 1400 et, seq.

C. As a LEA, California Montessori Project-Elk Grove, assures it will comply with all provisions of the Yuba County Special Education Local plan Area (SELPA) policies and federal laws regardless of the student's district of residence prior to enrollment in the CMP-Elk Grove. When a student enrolls in CMP-Elk Grove, the district of residence for special education becomes Elk Grove Unified School District. The district of service is CMP-Elk Grove.

D. Education Code Section 47646 requires that local education agencies provide charter schools with an "equitable" share of funds or services, or a combination of both, to support the educational needs of students with disabilities enrolled in the charter school. California Montessori Project-Elk Grove is a charter school LEA.

E. As an LEA, California Montessori Project-Elk Grove, assures that each certificated employee is appropriately credentialed to serve in his/her assignment.

**Now therefore, in consideration of the premises and agreements set forth herein, the LEA and SELPA agree as follows:**

**Article 1: Term**

This agreement shall take effect on July 1, 2011 and shall expire on June 30, 2016 close of business. This MOU will be reviewed by each party's representative on a yearly basis. If any revisions are needed, the party initiating the change will notify the other party at least 30 days prior. Upon agreement of the revisions, the SELPA governing board and the Board of Directors CMP must approve before the changes are to be in effect.

**Article 2: Special Education Services and Funding**

**A. Division and Coordination of Responsibility** - It is agreed that this agreement covers only the delivery of special education services under IDEA and does not cover services or accommodations required under Section *504* of the Rehabilitation Act nor Disabilities Act. California Montessori Project Consortium member LEAs agree to assume responsibility for the items as specified in this Article for all students who are enrolled in their LEA charter school. The designated representative for the California Montessori Project-Elk Grove in SELPA governance shall be the CMP Consortium Superintendent or Special Education Director. Within the Consortium, each LEA shall be represented by the School Administrator who shall have the authority to act on behalf of the LEA/Charter School.

**B. Identification and Referral of Students with or Who May Have Exceptional Needs** - California Montessori Project-Elk Grove has the responsibility to make referrals of any students enrolled in the charter school who are believed to be eligible for special education assessment and/or services. Prior to making such referral, the School staff shall conduct a Student Study Team (SST) or other pre-referral review to determine if alternative interventions are appropriate. The school staff of the charter LEAs staff may attend any in-service offered by the SELPA.

**C. Pre-placement Evaluation and Assessment** - The referring team from each school, in collaboration with the parent will determine what assessments, if any, are necessary. As an LEA, California Montessori Project-Elk Grove will arrange for such assessments for all referred students, for annual assessments and for triennial assessments. The Consortium and/or the SELPA will assist LEA members with specialized assessments if requested.

**D. Individual Education Program Development** - Administrators and special education providers of each LEA in California Montessori Project Consortium shall be responsible for arranging the necessary individual education program (hereinafter "IEPs") meetings in accord with all applicable federal law. The LEA charter schools shall be responsible for the documentation of IEP meetings, the provision of statement of parent rights, and for having the designated School representative of the School in attendance at the IEP meetings. All IEPs shall be developed, maintained, and reviewed in a form and format as required by the Yuba County SELPA.

Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include CMP-Elk Grove LEA representative (or designee). Services and placement shall be provided to all eligible charter school students in accordance with the policies, procedures and requirements of the LEA, Consortium and the Yuba County SELPA.

For students who enroll in CMP-Elk Grove with a current IEP, it is the responsibility of the LEA to implement the existing IEP to the extent possible within existing resources, until the IEP is reviewed within 30 days.

**E. Provision of Special Education and Related Services** – CMP-Elk Grove as an LEA shall provide or contract for the provision of all special education and related services that are contained within or required by the terms of the IEP of any student who is enrolled in the charter LEA. The charter LEA will also provide appropriate and timely interim placements for students who are new to the school. The LEA Consortium will maintain, or contract for services, with a provider of CASEMIS data entry in Yuba County SELPA. The LEA School in coordination with the LEA Consortium shall be responsible for notifying the CASEMIS provider of incoming special education students and referrals in a timely manner (no more that 3 business days), obtaining special and general education records and for completing the interim IEP paperwork. The LEA charter school will provide or contract for services in order to provide for student services listed in IEPs, including transportation.

**F. Parent/Guardian Concerns** – CMP-Elk Grove as an LEA shall direct parent/guardian concerns regarding special education services, related services and rights to the designated administrative representative of the school site, then to the Consortium School's Executive Director, and if not satisfied, then to Program Specialist or SELPA resources within Yuba County.

**G. Complaints** - In consultation with chartering districts and Yuba County SELPA, CMP-Elk Grove as an LEA shall address/respond/investigate all complaints received under the Uniform Complaint procedure involving special education.

**H. Due Process Hearings** – California Montessori Project-Elk Grove as an LEA may initiate a due process hearing on behalf of a student enrolled in the LEA charter School. The LEA administrator may consultation with the LEA Consortium and LEA Consortium special education director to determine resources available. The LEA shall obtain its own counsel, or coordinate for representation through California Montessori Project Consortium. The LEA shall be responsible for all legal costs.

**I. SELPA Representation** - As part of district representation duties at Yuba County SELPA meetings, the LEA Consortium Superintendent/Director or designee shall represent the member LEA charter schools. Reports to the Charter LEAs regarding SELPA decision, policies, etc. shall be communicated to the LEA Directors. To the extent that the SELPA provides training opportunities and/or information regarding special education to site staff, such opportunities and/or information shall be made available to the LEA Directors, staff, and interested parents. To the extent that site staff has the opportunity to participate in committee meetings of the SELPA as representatives of their LEA, such opportunities shall be made available to the CMP-Elk Grove staff.

**J. Finance** - The LEA shall work cooperatively with other LEAs in Yuba County SELPA to develop and adopt allocation of funds from the YCOE SELPA. The LEA shall be financially responsible for the provision of all necessary Special Education Services and responsibilities, as set forth above, to the students enrolled in the LEA.

**K. Charter School "Site" Financial Responsibility** - CMP Consortium will monitor and the financial status of all LEA sites comprising the charter consortium. If CMP Consortium, in consultation with the LEA, and the Chartering district determine that an LEA charter school is not able

to meet financial obligations, that LEA is responsible to establishing a process to forward student records, including special education records, to the student's next district of service, or to the student's former district of residence. CMP Consortium and/or Yuba County SELPA will assist with the distribution of student records.

**Agreements and Ratifications**

The LEA and SELPA have executed this Memorandum of Understanding as of this day and year and agree to all of its terms as written above.

Witnessed:

By: Gary L. Bowman Date: 4-11-2011
(Authorized Charter School Representative)

By: [signature] Date: 4-11-2011
As approved by SELPA governance council
(Authorized SELPA Representative)

# Appendix E

## Special Education Policies and Procedures

California Montessori Project

# SPECIAL EDUCATION POLICIES AND PROCEDURES

## ASSURANCES

CMP hereby provides the following assurances:

- All individuals with exceptional needs enrolled in CMP shall have access to appropriate special education programs and services. As an LEA member of Yuba County Special Education Local Plan Area ("the SELPA"), CMP shall assure that a free appropriate public education ("FAPE") is provided for all children with disabilities attending the Charter in accordance with Education Code § 56000 et seq., the IDEIA, and the SELPA policies and procedures and Local Plan. A full continuum of special education programs and related services shall be provided by CMP as required by an eligible student's Individualized Education Plan (IEP). All services required under these policies and procedures shall be provide internally by CMP and/or through the use of third-party appropriately credentialed and licensed contractors;
- No student otherwise eligible to enroll in CMP will be denied enrollment due to their disability;
- CMP will utilize appropriately credentialed and/or licensed special education providers in accordance with his/her assignment. CMP shall provide necessary staff as required to meet federal and state mandates;
- CMP will follow all applicable state and federal laws and the SELPA policies, procedures and the Local Plan;
- CMP shall utilize the SELPA approved forms for all required SELPA documentation;
- CMP shall place special education students in programs administered by other SELPAs or other districts within the SELPA in accordance with procedures for Intra SELPA or Inter SELPA transfers;
- CMP shall provide transportation as indicated on the student's IEP;

## CMP OBLIGATIONS UNDER STATE AND FEDERAL LAW AND THE SELPA POLICIES AND PROCEDURES

CMP shall provide all special education instruction and related services as required by law and each student's individualized education program. The obligations of CMP shall include but not be limited to the following:

- Child find within CMP programs;
- Offering a full continuum of services for all students enrolled in the charter;

- Evaluations: Initial, triennial, re-evaluations as needed if conditions warrant, upon parent or teacher request;
- IEP development, review and implementation;
- Provision of special education instruction and related services as delineated on students' IEPs;
- Special education transportation as indicated on IEPs;
- Due process/compliance proceedings, and related attorney fees;
- Inter and intra/the SELPA permits (in accordance with the SELPA's policies and procedures);
- Nonpublic school/agency placements;
- Submission of all required reporting, filings, etc. to fully comply with applicable the SELPA, state, and federal requirements;
- Ensuring special education services are provided to all students enrolled in the charter school regardless of their district or county of residence and regardless of the entity that granted the charter;
- Regular in-services shall be provided to CMP staff on all aspects of special education compliance with special emphasis on child find, IEP implementation, and record keeping.

## SUMMARY OF SPECIAL EDUCATION PROCEDURES OF CMP

### *Child Find:*

CMP complies fully with 20 U.S.C. Section 1412(a)(3) and Education Code Sections 56300, 56301, and 56040, in our efforts to search for, assess, identify, and serve any pupils with disabilities who are eligible for special education instruction and related services. In our efforts to systematically identify students, the following procedures are implemented:

*Screening/Identification:* All students, including students with special needs may apply for admission to the Charter School. All students, regardless of their status related to disabilities, shall be entered in the public random drawing pursuant to the admission portions of the charter. When a student is accepted during the public random drawing/lottery or during an open enrollment period, the parent/guardian shall be provided enrollment forms. All enrollment forms for CMP contain a section for parents to indicate if their child has ever had a referral for Student Study Team (SST); any previous assessments for the purposes of identifying their student for special education; a current or expired IEP; or a 504 Accommodation Plan. When an enrollment form is received indicating one or more of the above circumstances, the parent is contacted by the special education department staff of CMP to procure additional information, and copies of all related documents. When a student with an active IEP is accepted, a copy of his/her IEP is requested from the former school to enable services to begin immediately upon his/her enrollment (Interim Placement), and a 30-day review is scheduled to transfer their IEP to the required the SELPA special education forms, and insure the

goals and objectives remain appropriate for our educational program (see section "Interim Placement and IEP Development" for in-depth explanation).

CMP annually notifies each parent via school newsletter about Child Find policies, and provides contact information to various school departments if the parent believes their child is entitled to receive special education services; are interested in having their child assessed to determine their eligibility to receive special education services; or are entitled to receive accommodations under Section 504 of the Rehabilitation Act.

*Referral Process*:

Response to Intervention, RtI, is a program that focuses on proactive strategic methods of providing student interventions for behavior and academic goals. A team leader facilitates the program usage throughout the school year by providing teacher support, documentation tools, and guidance to individual teachers. Teachers follow the tiered levels of intervention and proceed through a series of processes and documentation that supports student interventions. The tiers are described as follows: Tier One includes all students in the general education classroom. Teachers complete documentation on: student assessment results (beginning, mid, and end of year), classroom logs for students with behavior or academic concerns, student observations, and early intervention accommodations. If necessary, teachers will conduct a parent meeting to discuss concerns and strategize early intervention accommodations. After a period of 6-8 weeks, if the interventions do not appear to be making progress a student will move to Tier Two level interventions. Tier Two level interventions will include more intense support outside of the classroom. For example, students in this tier may attend before or after school STAR tutoring programs, enter into a reading program such as Read Naturally, or join a small group for writing instruction. Teachers document student progress and continue to communicate with parents. If the desired results are not seen, a student may move to Tier Three level interventions. At this time a Student Success Team process begins.

CMP maintains a dual level student study team ("SST") approach to respond to, and provide interventions for students attending the charter. The first level provides a venue for parents, teachers, key school personnel, or other interested persons to systematically review and make suggestions about student performance. During this first level SST meeting, the team may address concerns centered on a student's:

- Academic progress,
- Social/Emotional development,
- Physical limitations,
- Medical issues, or,
- Behavioral history

Objective and complete data are collected during an initial SST referral to insure appropriate recommendations for each student are made (i.e.: work samples, cumulative record review, state test scores and health history).

At all SST meetings, members are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of all proposed strategies. In most cases, sufficient progress is noted at the follow-up meeting, and more restrictive interventions

are not warranted. If progress is not noted, the initial SST team may refer the student to a second-tier SST coordinated by the special education department.

At this second level, the SST convenes and reviews the data provided during the initial SST process. Students are referred to this level SST only when their individual needs affect school performance, and cannot be met through modifications within the general education setting (Education Code § 56303 mandates a pupil shall be referred for special education only after the resources of the regular education program have been considered and, where appropriate, utilized). If sufficient strategies were implemented following the initial SST process, and improvement not noted, the child is offered a full evaluation for special education to assess all areas of suspected need.

A formal request from a parent to assess a child for special education supersedes both the SST levels, and an Assessment Plan is generated within fifteen (15) calendar days following the receipt of a written request delivered to the principal or other staff member of the student's school site.

***Interim Placement and IEP Development:***

CMP adheres to the legal mandates outlined in Education Code § 56000 et seq., the Individuals with Disabilities Act 20 U.S.C. Chapter 33. As such, when a student with an active IEP transfers to CMP, s/he is provided an interim special education placement providing all the services outlined on his/her IEP. A new IEP will be written on the corresponding SELPA forms within 30 days (Education Code Section 56325).

The IEP team is comprised of the parent (and/or their requested representative[s]), not less than one general education teacher, at least one special education teacher of the pupil, or if appropriate at least one special education provider of the pupil, an administrative representative who meets the requirements of 20 U.S.C. Section 1414(d)(1)(B)(iv) and Education Code Section 56341, and whenever appropriate the student (Transition Planning, Age of Majority, etc). At the discretion of the parent, guardian, or CMP, the SELPA, or county office, other individuals who have knowledge or special education expertise regarding the pupil may be invited to participate on the IEP team. In accordance with 20 U.S.C. Section 1414(d)(1)(C)(i) a member of the IEP Team shall not be required to attend an IEP meeting, in whole or in part, if the parent of the a child with a disability and the local educational agency agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

The CMP Site principal, or the CMP Special Education Coordinator, acts as CMP's administrative representative, to facilitate IEP meetings, and insure parents understand their Procedural Safeguards and Due Process rights. Based upon areas of need, goals and objectives and frequency/duration of services are designed to maximize educational benefit for the student. Annual goals and short-term objectives are developed based upon the Common Core State Standards (CCSS). Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents as frequently as their general education counterparts (at each semester).

***Initial and Triennial Assessments***

When students require an initial evaluation to determine if they meet eligibility requirements to receive special education, the charter school's site principal and special education staff generate a referral for

special education; monitor all legal timelines; develop an assessment plan, offering testing in all areas of suspected area of disability, [20 U.S.C. 1414, Education Code Sections 56300 et. seq.]; coordinate qualified personnel to provide the required testing [20 U.S.C. Section 1414(b), Education Code Section 56320]; distributes written assessment reports to the parent [20 U.S.C. Section 1414 (b)(4)(B), Education Code Section 56327]; generate IEP meeting notices [Education Code Section 56341.5]; develop and facilitate the IEP meeting [20 U.S.C. Section 1414(d)(3), Education Code Section 56344]; and distribute copies of the IEP to appropriate personnel [Education Code Section 56347]. As requested, the SELPA will be provided duplicate copies of all IEPs for purposes of conducting state required Coordinated Compliance Reviews (CCR). CMP agrees to adhere to all the SELPA policies and procedures with regards to collecting and submitting CASEMIS data.

At least once every three years, students are reassessed to determine their continued eligibility to receive special education services [20 U.S.C. Section 1414(c), Education Code Section 56381]. Following any initial or triennial assessment, if a student has a documented learning or related disability, but does not meet any applicable eligibility requirements for special education services under the IDEIA or the Education Code, a 504 Team will be convened to consider whether the child qualifies for accommodations and/or services under Section 504 of the Rehabilitation Act. A data base is maintained and updated weekly to insure all initial, annual, and triennial reviews are held within mandated timelines.

***Identification of Bilingual Special Education Students***

Before students with English as a second language are referred for special education assessment, their level of English proficiency is determined to insure their lack of acquisition of language skills is not the reason for lower academic performance. Personnel fluent in a student's native language and familiar with their native culture participate during the SST processes, and during referral, assessment, and identification to determine a student's eligibility to receive special education.

The LEP/FEP status of a student is used to determine the language he/she will be assessed in when a formal referral to special education is made. Bilingual personnel translate during IEP meetings, and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc) when requested by a parent. At all IEP meetings involving second language learners, documentation about whether eligible students will be provided special education services in their L-1 (primary) or L-2 (secondary) language is documented on their IEP. All goals and objectives for bilingual students are developed in collaboration with general education staff with a BCLAD or CLAD certificate to insure that linguistically appropriate goals and objectives are developed, and that the student's language acquisition needs are taken into account when the IEP is developed.

CMP will provide access to bilingual special education personnel to meet the needs of bilingual special education students attending the charter. If native speaking personnel cannot be recruited in a specific special education field (i.e. occupational or physical therapy), bilingual staff members are teamed with special education personnel to assess, and deliver services outlined on the student's IEP.

***Transition Planning***

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter, the IEP team shall incorporate appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The IEP may include transition services (including courses of study) needed to assist the child in reaching those goals. Beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under the IDEIA, if any, that will transfer to the child on reaching the age of majority. [20 U.S.C. Section 1414(d)(1)(A)(VIII), Education Code Sections 56462 and 56345.1]

***Curriculum, Service Provisions, and Student Accountability***

Special education services are designed to supplement general education and will not supplant other sources of federal, state, and local funds apportioned to CMP. Identified special education students are provided accommodations, modifications, supplementary services and devices in order to provide educational benefit in the least restrictive environment, and access to the same core curriculum as their general education counterparts, and outlined on their IEPs.

All instructional support services (speech and language, occupational or physical therapy, etc.) are provided as documented on the student's IEP. Other supplementary services or materials, assistive devices, or extended year services required to address the goals and objectives of a student's IEP are provided at no cost to the identified special education student or the student's family, and documented as part of their IEP.

All services are provided on site unless otherwise required or specified by IEP. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program.

All identified special education students are expected to participate in grade level California Assessment of Student Performance and Progress (CAASPP) In cases where a student's ability level prohibits him/her from participating in standardized testing, an IEP team may determine that students will instead participate in the California Alternate Assessments (CAA), and any other alternative assessments as determined by the State of California. [source: CDE website].

***Transportation***

CMP shall provide transportation as required by each student's IEP.

***Disenrollment, Suspension, Expulsion***

Suspension and Expulsion policies comply with all portions of 20 U.S.C. Section 1415(k).

Manifestation Determination

A Manifestation Determination meeting shall be convened if school personnel are seeking to impose a suspension beyond 10 school days in a school year, the student has been subjected to a series of removals that constitute a pattern which total more than 10 school days, or are recommending expulsion for a student with special needs. The Manifestation Determination meeting shall be conducted in accordance with applicable California and federal law pursuant to 20 U.S.C. 1415(k)(1)(E), except in the case of special circumstances that would qualify for removal of the student to an interim alternative setting for not more than 45 school days pursuant to 20 U.S.C. Section 1415(k)(1)(G). Further, no

identified special education student will be expelled from CMP without a manifestation determination to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or if the conduct in question was the direct result of the failure of CMP to implement the IEP. Parents are notified of all procedural safeguards. In cases where a manifestation determination has been made and it is determined that neither of the above listed criteria apply, the relevant disciplinary procedures applicable to children without disabilities are applied to the child in the same manner and for the same duration which the procedures would be applied to children without disabilities, except that CMP shall continue to meet any obligations under 20 U.S.C. 1415(k)(1)(D) to provide educational services, conduct a functional analysis assessment (FAA), and/or provide behavioral intervention services and modifications. Expulsion may be recommended after CMP's Executive Director is notified, and the item is placed on the next Charter School's Board agenda to review and make recommendation.

If the behavior is determined to be a manifestation of the child's disability, the IEP Team shall conduct a functional behavioral assessment and implement or revise a behavioral intervention plan as required by 20 U.S.C. Section 1415(k)(1)(F) and return the child to the placement from which the child was removed.

The above protections will be applied to students not yet eligible for special education and related services if CMP had a basis of knowledge as defined by 20 U.S.C. Section 1415(k)(5) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

### *Maintenance of Special Education Records*

The CMP Special Education Department shall maintain all identified student's special education files, use appropriate forms/software, shall file/verify the accuracy of all reports, and submit all reports in a timely manner. As mutually agreed, the SELPA shall inspect all charter school's special education files for legal compliance at the same level it would inspect other SELPA district's records.

### *HOLD HARMLESS*

CMP shall indemnify, defend and hold harmless the SELPA and its member school districts, officers, employees and agents from and against any and all due process proceedings, suits, actions, allegations, claims, costs, damages, fees, judgments, and/or liability by third parties, including hearing or court costs and attorney's fees, resulting from any action or omission of CMP, their respective employees, agents, or subcontractors in connection with the provision of special education instruction and related services to CMP students.

To ensure the SELPA and its member school districts feel secure in the above indemnification and are not financially liable for costs associated with due process proceedings, compensatory damages, civil rights, other claims, or legal fees associated with the provision of special education instruction and related services, CMP will agree to set aside an agreed upon amount of general funds annually to be held in the name of the SELPA and its member school districts to cover said expenses should they occur. This "reserve" amount is provided for assurance purposes and is not intended to be a limitation of indemnity.

# Appendix F

## Section 504 Policies and Procedures

California Montessori Project

# IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Governing Board of the California Montessori Project ("CMP") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (FAPE).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act ("IDEA").

The Principal shall ensure that these procedures are implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs a Section 504 plan, (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards. CMP shall periodically review the student's progress and placement.

CMP will implement this policy through its corresponding administrative regulation.

## IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the California Montessori Project ("CMP").

2. **Individual with a Disability under Section 504** – An individual who:

   a. has a physical or mental impairment that substantially limits one or more major life activities;
   b. has a record of such an impairment; or
   c. is regarded as having such an impairment.

3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. **504 Plan** – a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

5. **Free Appropriate Public Education** ("FAPE") – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** -- Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – A Section 504 Coordinator oversees the CMP Network. The Site Principal shall serve as CMP Shingle Springs Section 504 site coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the site 504 Coordinator or the CMP Section 504 Coordinator.

B. Referral, Assessment and Evaluation Procedures

1. CMP will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Site Coordinator who will convene a 504 Team. Any requests made to another CMP employee will be forwarded to the Section 504 Site Coordinator.

3. CMP has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Site Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

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

   b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

   c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or and/or related aids and services needed. The Plan will specify how the related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the related aids or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 60 school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10 The Charter School shall immediately implement a current 504 Plan, when the student enrolls at the Charter School. Within thirty (30) days of starting school, the Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. The Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule documented in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel.
- Have the right to file a Uniform Complaint pursuant to school policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the Principal as the 504 Coordinator. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.

3. The CMP Section 504 Coordinator shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within CMP's SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.

5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, CMP may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and CMP. Alternative dispute resolution options include:

   - Mediation by a neutral third party.
   - Review of the 504 Plan by the CMP Section 504 Coordinator.

6. Within 10 calendar days of receiving the parent/guardian's request, CMP Section 504 Coordinator shall select an impartial hearing officer. This 10 day period may be extended for good cause or by mutual agreement of the parent/guardian and CMP.

7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 day period may be extended for good cause or by mutual agreement of the parent/guardian and CMP.

D. The parent/guardian and CMP shall be afforded the rights to:

   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
   - Present written and oral evidence.

- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

F. Suspension and Expulsion, special procedures for Students with Disabilities

The Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. the Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. NOTIFICATION OF SELPA

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

2. SERVICES DURING SUSPENSION

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

3. PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, CMP Section 504 Coordinator, the parent, and relevant

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

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

- If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

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

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

- Have a Behavior Intervention specialist conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and

- Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

## 4. DUE PROCESS HEARING/APPEALS

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

The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request utilize the appeal process outlined in the Procedural Safeguards section of this procedure.

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

5. SPECIAL CIRCUMSTANCES

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

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

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

6. INTERIM ALTERNATIVE EDUCATIONAL SETTING

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

7. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

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

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

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.

- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

## PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT
(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference. If you have any questions, please contact the School's 504 Coordinator:

_____
Name

_____
Address

_____
Telephone Fax Email

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Has California Montessori Project ("CMP") advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have CMP make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive exceptional education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 [20 U.S.C. Chapter 33, P.L. 101-4761].
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by CMP.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from CMP to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child.
    If CMP refuses this request for amendment, CMP shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with CMP's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

    Office for Civil Rights, Region IX
    50 Beale Street, Suite 7200
    San Francisco, CA 94105
    (415) 486-5555

Please contact Principal, 504 Coordinator with any questions regarding the information contained herein.

# Appendix G

## Proposed 2016-2017 School Calendar

California Montessori Project

# DRAFT 2016-2017
# Network School Calendar

**July 2016**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
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| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**August 2016**

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| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

11

**September 2016**

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| 25 | 26 | 27 | 28 | 29 | 30 | |

21

**October 2016**

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| 30 | 31 | | | | | 21 |

**November 2016**

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16

**December 2016**

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12

**January 2017**

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**February 2017**

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**March 2017**

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| 19 | 20 | 21 | ~~22~~ | ~~23~~ | ~~24~~ | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

21

**April 2017**

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**May 2017**

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| 28 | 29* | 30 | 31 | | | |

22

**June 2017**

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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

11

| CMP Academic Breaks & Intersession Dates | |
|---|---|
| Fall Intersession | Nov 21 - 25, 2016 |
| Winter Intersession | Dec 19, 2016 - Jan 6, 2017 |
| Spring Intersession | Apr 10 - 21, 2017 |
| Summer Intersession Begins | June 19, 2017 |

| School Holidays = * | ■Non-Instructional Days = | |
|---|---|---|
| * | Independence Day Observed | July 4, 2016 |
| — | Summer Operations Closed | July 5 - 8, 2016 |
| * | Labor Day | September 5, 2016 |
| * | Veteran's Day | November 11, 2016 |
| * | Thanksgiving Holiday | November 24-25, 2016 |
| * | Christmas Holiday Observed | December 26, 2016 |
| — | Winter Operations Closure | December 26-30, 2016 |
| * | New Year's Day Observed | January 2, 2017 |
| ■ | Non-Instructional Days | January 3-6, 2017 |
| * | Martin Luther King Day | January 16, 2017 |
| * | Presidents' Day Observed | February 20, 2017 |
| ■ | AMS Conf Days-CMP Closed | March 9 &10, 2017 |
| — | Spring Operations Closure | April 3 - 14, 2017 |
| * | Memorial Day | May 29, 2017 |

| Early Release Days - Dismissal Schedule by Campus - Club M Open |
|---|
| American River: All Grades (12 pm) |
| Capitol: All Grades (12 pm) |
| Carmichael: TK-K (11:45 am), 1st-3rd (12 pm), 4th-8th (12:15 pm) |
| Elk Grove: K-3rd (11:45 am), 4th-8th (12 pm) |
| Orangevale: All Grades (12:15 pm) |
| Shingle Springs: K-6th (12 pm), 7th-8th (12:15 pm) |

△ Training Day/Orientation for new teaching staff

⬭ Non-instructional Duty Day/Staff Service Day

| IMPORTANT SCHOOL DATES: | |
|---|---|
| First Day of School | August 12, 2016 |
| Maria Montessori's Birthday | August 31, 2016 |
| Fall Parent Confs (Early Release) | October 19, 20, 21, 2016 |
| Early Release/Staff Dev Days | 1st & 3rd Wed (Sept-May)* |
| 1st Semester Report Card | January 27, 2017 |
| Sprg Parent Confs (Early Release) | March 22, 23, 24, 2017 |
| CAASPP Science Test (5th/8th) | TBD |
| CAASPP (State Testing) Dates | TBD |
| Last Day of School (Early Release) | June 15, 2017 |
| 2nd Semester Report Cards | June 15, 2017 |

| Club Montessori Closed | |
|---|---|
| All * CMP School Holidays AND: | |
| Summer Operations Closure | July 4 - 8, 2016 |
| Annual Training and Prep | August 8 - 16, 2016 |
| Thanksgiving Holidays | November 23 - 25, 2016 |
| Staff Development | December 16, 2016 (PM) |
| Christmas Holiday/Winter Operations Closure | December 26 - 30, 2016 |
| New Year Holiday Observed | January 2, 2017 |
| Martin Luther King Day | January 16, 2017 |
| Presidents' Day Observed | February 20, 2017 |
| AMS Conference - CMP Closed | March 9 & 10, 2017 |
| Spring Operations Closure | April 10 - 14, 2017 |
| Memorial Day | May 29, 2017 |
| Annual End of Year/Staff Development | June 15, 2017 |

**Awaiting Governing Board Approval**

California Montessori Project

# DRAFT 2016-2017
# Network School Calendar

**Additional Important Staff Dates:**

| | |
|---|---|
| July 4, 2016 | 4th of July Holiday Observed (All Operations Closed) - **(Club M Closed)** |
| July 5 - 8, 2016 | Summer Operations Closure (All Operations Closed) - **(Club M Closed)** |
| August 1 - 16, 2016 | All Campuses Open - Classroom Prep and Lesson Planning |
| August 8, 2016 | HR Orientation/Training Day for NEW teaching staff - Central Admin - **(Club M Closed - Network wide)** |
| August 9, 2016 | Campus Orientation for NEW Staff - **(Club M Closed - Network wide)** |
| August 10, 2016 | ALL Staff/Campus Service Day/Campus Meetings* - **(Club M Closed - Network wide)** |
| August 11, 2016 | Network-wide Staff Development (Middle Sch meeting in PM) * - **(Club M Closed - Network wide)** |
| August 15, 2016 | Campus-based Service Day/Campus Open House (Date may vary by Campus)*- **(Club M Closed-Network wide)** |
| August 16, 2016 | Campus-based Service Day/Campus Staff Meeting*- **(Club M Closed-Network wide)** |
| August 17, 2016 | **First Day of School** |
| August 31, 2016 | **Maria Montessori's Birthday!** |
| September 5, 2016 | Network-wide Closure - Labor Day Holiday |
| September 7, 2016 | Early Release Day-Minimum Instructional School Day/Campus Staff Development (PM)* |
| September 21, 2016 | Early Release Day-Minimum Instructional School Day/Campus Staff Development and Middle Sch meeting (PM)* |
| October 5, 2016 | Early Release Day-Minimum Instructional School Day/Campus Staff Development (PM)* |
| Oct 19, 20, 21, 2016 | Early Release Day-Minimum Instructional School Day/Fall Parent-Teacher Conferences |
| November 2, 2016 | Early Release Day-Minimum Instructional School Day/Campus Staff Development and Middle Sch meeting (PM)* |
| November 11, 2016 | Veteran's Day Observed |
| November 16, 2016 | Early Release Day-Minimum Instructional School Day/Campus Staff Development (PM)* |
| November 21-25, 2016 | Network-wide Non-Instructional Days - Thanksgiving Break - (Club M Open Nov 23 & 24, 2016) |
| November 23-25, 2016 | Network-wide Closure - Thanksgiving Holidays - **(Club M Closed - Network wide)** |
| December 7, 2016 | Early Release Day-Minimum Instructional School Day/Campus Staff Development (PM)* |
| December 16, 2016 | Minimum Instructional School Day/Campus Staff Development (PM)*- **(Club M Closed in PM )** |
| Dec 19, 2016-Jan 6, 2017 | Network-wide Non-Instructional Days - Winter Break (Club M Open Dec 19-23, 2016 and Jan 3, & 6, 2017) |
| December 26, 2016 | Network-wide Closure - Christmas Holiday Observed |
| December 27-30, 2016 | Network-wide Closure - Winter Operations Closure - **(Club M Closed - Network wide)** |
| January 2, 2017 | Network-wide Closure - New Year's Holiday Observed - **(Club M Closed - Network wide)** |
| January 3 - 6, 2017 | Network-wide Non-Instructional Days **(Club M Open Jan 3 - 6, 2017)** |
| January 16, 2017 | Network-wide Closure - Martin Luther-King Jr. Day - **(Club M Closed - Network wide)** |
| January 18, 2017 | Early Release Day-Minimum Instructional School Day/Campus Staff Development (PM)* |
| January 27, 2017 | 100th Day of School / 1st Semester Reports Cards Distributed |
| February 1, 2017 | Early Release Day-Minimum Instructional School Day/Campus Staff Development (PM)* |
| February 12, 2017 | Network-wide Non-Instructional Day **(Club M Open)** |
| February 15, 2017 | Early Release Day-Minimum Instructional School Day/Campus Staff Development (PM)* |
| February 20, 2017 | Network-wide Closure - President's Day Holiday - **(Club M Closed - Network wide)** |
| March 1, 2017 | Early Release Day-Minimum Instructional School Day/Campus Staff Development (PM)* |
| March 6-May 19, 2017 | Network-wide: CAASPP (State Testing Window) (Tentative) |
| March 9 & 10, 2017 | Network - AMS Conference (CMP Closed) - **(Club M Closed - Network wide)** |
| March 22, 23, 24, 2017 | Early Release Day-Minimum Instructional School Day/Spring Parent-Teacher Conferences |
| April 5, 2017 | Early Release Day-Minimum Instructional School Day/In-Service SPED CTC & Licensed Staff (PM)* |
| April 10 - 14, 2017 | Network-wide Closure - Spring Operations Closure **(Club M Closed - Network wide)** |
| April 10 - 21, 2017 | Network-wide Non-Instructional Days - Spring Break **(Club M Open April 17 - 21, 2017)** |
| May 3, 2017 | Early Release Day-Minimum Instructional School Day/Campus Staff Development (PM)* |
| May 8 - 17, 2017 | Network-wide: CAASPP Science Testing (5th & 8th Grades only ) (Tentative) |
| May 17, 2017 | Early Release Day-Minimum Instructional School Day/Campus Staff Development and Middle Sch meeting (PM)* |
| May 29, 2017 | Network-wide Closure - Memorial Day Holiday - **(Club M Closed - Network wide)** |
| June 15, 2017 | 2nd Semester Report Cards Distributed |
| June 15, 2017 | Early Release Day-Minimum Instructional School Day/**Last Day of School**/Staff Develpoment in PM * |
| June 16, 2017 | Network-wide Non-Instructional - Campus-based Staff Service Days * - **(Club M Closed - Network wide)** |

* Attendance required at CMP Staff Development Day

# Appendix H

## Sample Kindergarten Assessment Tracker

| | |
|---|---|
| Classroom Name: | 0 |
| Teacher: | 0 |
| Teacher: | 0 |

California Montessori Project

# Kindergarten

Above Benchmark
At Benchmark
Below Benchmark

End-Of -Year Assessment Tracker 2014/15

| | | | CMP=KMA | | | | | | | | | | | BPST-1 Basic Phonics Skills Test | | | | | | | | | | |

# Appendix I

## Sample Lower Elementary Assessment Tracker

Accuracy Value

**Classroom Name:**

**Teacher:**

**Teacher:**




**EOY**

At Or Above Benchmark

Slighty Below Benchmark (STAR Only)

Below Benchmark

At Risk Below Benchmark

**End-Of-Year Assessment 2014/2015**

# 1st Grade

| First Name | Last Name | WWF - CLS | WWF - WWR | DORF-Words Correct | DORF - Errors | DORF - Accuracy % | DORF Accuracy Value | DORF - Retell | easyCBM Composite Score | Ren Place STAR Reading (enter PR) | Ren Place STAR Math (enter PR) | Intervention ONLY: HWT - Memory | HWT - Orientation | HWT - Placement | HWT - Sentence | HWT | Accuracy Value |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 44 | 14 | 57 | 0 | 100% | 105 | 2 | 190 | 59.0% | 33.0% | | | | | 0.0% | |
| | | 143 | 50 | 185 | 0 | 100% | 105 | 3 | 390 | 99.0% | 88.0% | | | | | 0.0% | |
| | | 139 | 46 | 78 | 0 | 100% | 105 | 3 | 275 | 38.0% | 57.0% | | | | | 0.0% | |
| | | 112 | 41 | 96 | 0 | 100% | 105 | 2 | 283 | 98.0% | 97.0% | | | | | 0.0% | |
| | | 84 | 27 | 36 | 2 | 95% | 93 | 3 | 183 | 29.0% | 83.0% | | | | | 0.0% | |
| | | | | | | 0% | | | 0 | | | | | | | 0.0% | |
| | | 26 | 8 | 17 | 3 | 85% | 63 | 1 | 96 | 6.0% | 40.0% | | | | | 0.0% | |
| | | 142 | 50 | 115 | 0 | 100% | 105 | 3 | 320 | 96.0% | 98.0% | | | | | 0.0% | |
| 0 | 0 | | | | | 0% | | | 0 | | | | | | | 0.0% | |
| 0 | 0 | | | | | 0% | | | 0 | | | | | | | 0.0% | |
| 0 | 0 | | | | | 0% | | | 0 | | | | | | | 0.0% | |
| 0 | 0 | | | | | 0% | | | 0 | | | | | | | 0.0% | |
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**Use this chart to determine which value to enter in the Accuracy Value column (H). The Accuracy % is in column G.**

| DORF Accuracy % | Accuracy Value |
|---|---|
| 0%-64% | 0 |
| 65%-66% | 3 |
| 67%-68% | 9 |
| 69%-70% | 15 |
| 71%-72% | 21 |
| 73%-74% | 27 |
| 75%-76% | 33 |
| 77%-78% | 39 |
| 79%-80% | 45 |
| 81%-82% | 51 |
| 83%-84% | 57 |
| 85%-86% | 63 |
| 87%-88% | 69 |
| 89%-90% | 75 |
| 91%-92% | 81 |
| 93%-94% | 87 |
| 95%-96% | 93 |
| 97%-98% | 99 |
| 99%-100% | 105 |

# Appendix J

## Sample Upper Elementary Assessment Tracker

| | |
|---|---|
| Classroom Name: | 0 |
| Teacher: | 0 |
| Teacher: | 0 |




EOY

| |
|---|
| At Or Above Benchmark |
| Slighty Below Benchmark (STAR Only) |
| Below Benchmark |
| At Risk Below Benchmark |

## End of Year Assessments 2014/15

# 4th Grade

| First Name | Last Name | DORF - Words Correct | DORF Errors | DORF - Accuracy % | Accuracy Value | DORF - Retell | DORF - Retell Quality | DAZE - Adjusted Score | DIBELS Composite Score | Fall Place STAR - Reading Enter PR | Fall Place STAR - Math Enter PR | Intervention ONLY: WWT - Lower Case Memorization | WWT - Word Skills | WWT - Capital Memory | WWT - Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 176 | 0 | 100.0% | 120 | 66 | 4 | 29.5 | 546 | 75.0% | 44.0% | | | | 0.0% | |
| 0 | 0 | 148 | 0 | 100.0% | 120 | 19 | 2 | 32 | 434 | 39.0% | 9.0% | | | | 0.0% | |
| 0 | 0 | 130 | 0 | 100.0% | 120 | 65 | 4 | 25.5 | 482 | 79.0% | 18.0% | | | | 0.0% | |
| 0 | 0 | 186 | 11 | 94.4% | 72 | 22 | 2 | 32 | 430 | 87.0% | 94.0% | | | | 0.0% | |
| 0 | 0 | 155 | 1 | 99.4% | 112 | 43 | 3 | 35.5 | 495 | 58.0% | 5.0% | | | | 0.0% | |
| 0 | 0 | 167 | 2 | 98.8% | 112 | 66 | 4 | 36 | 555 | 85.0% | 19.0% | | | | 0.0% | |
| 0 | 0 | 94 | 3 | 96.9% | 96 | 41 | 3 | 22 | 360 | 40.0% | 20.0% | | | | 0.0% | |
| 0 | 0 | 180 | 1 | 99.4% | 112 | 32 | 2 | 29.5 | 474 | 89.0% | 25.0% | | | | 0.0% | |
| 0 | 0 | 159 | 0 | 100.0% | 120 | 54 | 4 | 40 | 547 | 88.0% | 84.0% | | | | 0.0% | |
| 0 | 0 | 166 | 0 | 100.0% | 120 | 43 | 3 | 29 | 488 | 88.0% | 75.0% | | | | 0.0% | |
| 0 | 0 | 122 | 1 | 99.2% | 112 | 68 | 4 | 28.5 | 484 | 73.0% | 92.0% | | | | 0.0% | |
| 0 | 0 | 176 | 0 | 100.0% | 120 | 32 | 3 | 42 | 528 | 82.0% | 90.0% | | | | 0.0% | |
| 0 | 0 | 160 | 0 | 100.0% | 120 | 38 | 2 | 36 | 500 | 83.0% | 82.0% | | | | 0.0% | |
| 0 | 0 | | | 0.0% | | | | | 0 | | | | | | 0.0% | |
| 0 | 0 | | | 0.0% | | | | | 0 | | | | | | 0.0% | |
| 0 | 0 | | | 0.0% | | | | | 0 | | | | | | 0.0% | |
| 0 | 0 | | | 0.0% | | | | | 0 | | | | | | 0.0% | |

## Accuracy Table

Use this chart to determine which value to enter in the Accuracy Value column. The Accuracy % is in column E.

| DORF Accuracy % | Accuracy Value |
|---|---|
| 0%-85% | 0 |
| 86% | 8 |
| 87% | 16 |
| 88% | 24 |
| 89% | 32 |
| 90% | 40 |
| 91% | 48 |
| 92% | 56 |
| 93% | 64 |
| 94% | 72 |
| 95% | 80 |
| 96% | 88 |
| 97% | 96 |
| 98% | 104 |
| 99% | 112 |
| 100% | 120 |

# Appendix K

## Sample Middle School Assessment Tracker

| | |
|---|---|
| **Classroom Name:** | Saber Toothed Cat |
| **Teacher:** | Mr. Stanley |
| **Teacher:** | Ms. Jill |

| |
|---|
| At Or Above Benchmark |
| Slighty Below Benchmark (STAR Only) |
| Below Benchmark |
| At Risk Below Benchmark |

**Beginning of Year Assessments 2014/15**

## *8th Grade*

| First Name | Last Name | STAR - Reading | STAR - Math |
|---|---|---|---|
| | | 43.0% | 33.0% |
| | | 47.9% | 70.9% |
| | | 54.2% | 59.3% |
| | | 48.9% | 27.2% |
| | | 82.7% | 89.6% |
| | | 64.2% | 47.4% |
| | | 62.3% | 89.6% |
| | | 81.1% | 54.8% |
| | | 31.5% | 17.3% |
| | | 64.9% | 53.2% |
| | | 60.4% | 47.4% |
| | | 37.7% | 32.3% |
| | | 43.0% | 38.3% |
| | | 1.0% | 45.2% |
| | | 99.0% | 86.9% |
| | | 1.0% | 15.4% |
| | | 56.4% | 79.6% |
| | | 58.1% | 62.9% |
| | | 6.7% | 36.5% |
| | | 54.8% | 41.3% |
| | | 71.8% | 86.9% |
| | | | |

# Appendix L

# Appendix L1

## CMP Articles of Incorporation

# SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 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

APR 11 2001

Bill Jones

Secretary of State

SecState Form CE-107 (rev. 9/99)

2338660

# Articles of Incorporation
# Of
# California Montessori Project
## (A California Non-Profit Public Benefit Corporation)

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

APR 11 2001

BILL JONES, Secretary of State

I.

The name of the corporation is California Montessori Project.

II.

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote California Montessori Project, and such other educational activities as the Board of Directors may define from time to time.

(a) The corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code Section 501 (c) (3) to manage, operate, guide, direct and promote the California Montessori Project, and to educate students. (b) Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Internal Revenue Code Section 501(c)(3), or (2) by a corporation, the contributions to which are deductible under Internal Revenue Code Section 170(c)(2).

III.

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

H. Keith Alpaugh
711 West Olive Street
Wheatland, CA 95692

IV.

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, trustee, officer or member thereof or to the benefit of any private person except that the Corporation shall be authorized 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 this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit 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 matter of collection thereof shall be set forth in the bylaws.

The name and address of the person(s) appointed to act as the initial Director(s) of this corporation are:

H. Keith Alpaugh
711 West Olive Street
Wheatland, CA 95692

VI.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable and educational purposes and which has established its tax-exempt status under section 501(c)(3) of the Internal Revenue Code.

Dated: 4/11/01
H. Keith Alpaugh, Initial Director

We, the above mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which execution is our act and deed.

Initial
H. Keith Alpaugh, Director
EIN:

OFFICE OF THE SECRETARY OF STATE

# Appendix L2

## CMP Bylaws

# BYLAWS
# OF
# CALIFORNIA MONTESSORI PROJECT
## (A California Nonprofit Public Benefit Corporation)

## ARTICLE I
## OFFICES

SECTION 1. CORPORATION NAME.

The name of this corporation is California Montessori Project.

SECTION 2. PRINCIPAL OFFICE.

The principal office of the corporation for the transaction of its business is hereby fixed and located in Sacramento County at 5330 A Gibbons Dr, Ste 750, Carmichael, CA 95608.

SECTION 3. OTHER OFFICES.

Branch or subordinate offices may at any time be established at the School Board of Directors, or the Executive Director, within the State of California, where it qualifies to do business, as its business requires. These offices could be used to conduct school business by Members of the School Board of Directors, Site Administrators, Teachers and staff and may provide space for student use.

SECTION 4. CHANGE OF ADDRESS.

The county of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The School Governance Board may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these bylaws.

New Address Effective Date

| | |
|---|---|
| 5330 A Gibbons Dr, Ste 750, Carmichael, CA 95608 | August 1, 2011 |
| New Address | Effective Date |
| _____ | _____ |
| New Address | Effective Date |

## ARTICLE II
## PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES.

The primary objectives and purposes of this corporation shall be to establish, manage, operate, guide, direct, raise funds for, and promote California public charter schools that provide a free education to students in grades K-8. These objectives and purposes may include, but not be limited to: academic classes, field trips, apprenticeships, educational travel, theater arts productions, and any and all other acts which may be related to the management, operation, guidance, direction and promotion of California public charter schools and/or the Montessori educational methodology.

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) 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. 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.

## ARTICLE III
## DEDICATION OF ASSETS

This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, or 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 non-profit 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 IV
## CORPORATIONS WITHOUT MEMBERS

This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's School Governance Board 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 School Governance Board finds appropriate.

## ARTICLE V
## BOARD OF DIRECTORS

SECTION 1. GENERAL POWERS.

Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporations, bylaws, or Charters of the California public charter schools that are operated by the California Montessori Project, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the School Governance Board (also known as the "Board of Directors"). 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 1 of these bylaws, but subject to the same limitations, the School Governance Board 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 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 or outside 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. RESPONSIBILITIES OF THE SCHOOL GOVERNANCE BOARD.

The business and affairs of California Montessori Project, as they relate specifically to Charter accountability and revision, appointment of the director, budget approval, and the school calendar, shall be managed under the direction of the School Governance Board and the Executive Director. The School Governance Board delegates the management of the day-to-day operation of the business of California Montessori Project to the Executive Director.

SECTION 4. STANDARD OF CARE.

Each School Governance Board Member shall perform the duties of a School Governance Board Member, including the duties as a member of any sub-council of the School Governance Board upon which the Member may serve, in good faith, in a manner such Member believes to be in the best interests of California Montessori Project, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

SECTION 5. DESIGNATED DIRECTORS AND TERMS.

Effective July 1, 2014, the number of directors shall be no less than five (5) and no more than fourteen (14), unless changed by amendments to these bylaws. The Board shall be composed and selected as follows:

- One Public Member from the Community-At-Large
- One Charter School Representative
- Two Business Community Members
- One Montessori Representative
- One Teacher Representative at large
- Up to Four Parents (representing each of the four charters)
- Up to Four District Superintendents, or designees (one from each authorizing District)[1]

Governing Board Members representing the Authorizing Districts shall be appointed by the District Board or District Superintendent on an annual basis. The District Board or Superintendent shall submit a letter by June 1st making the District's appointment for the following school year. If no letter is received appointing a member to the Board of Directors, the representative will be deemed an advisor to the Board, and not a voting member of the Board of Directors. This decision will be in effect for the duration of that school year, from July 1 to June 30.

The Parent Representatives (non-CMP employees) and the Teacher Representative (.75 FTE or greater) shall be voted on during a CMP Network-wide election. If there is no candidate for a Parent Representative (per charter) or a Teacher Representative, the Board may appoint to fill the seat for the term. The Parent and Teacher Representatives shall serve three-year terms, with new terms beginning on July 1st of that year. Terms are staggered. No Parent or Teacher Representative shall serve more than 2 consecutive terms of office, effective July 1, 2006. Parent and Teacher Representatives shall be elected by an open vote held by the respective network communities between April 15th and May 31st except as otherwise specified herein. The logistics of the election process will be detailed in a separate policy.

[1] Should the District choose to appoint a representative to sit on the Board of Directors, the Corporations Code requires that the District representative have full voting rights as a member of the Board of Directors. Alternatively, the District may appoint a representative that will not act as an actual member of the Board of Directors, but who will serve as a Board Advisor. The District must give appropriate notification to CMP of its decision to appoint a member of the Board of Directors (with full voting rights as required by law) in accordance with the corporate bylaws.

The Teacher representative must be certificated and must continuously serve in the capacity of a .75 FTE Teacher or greater for the duration of the term. A Parent Representative must be a parent/guardian of a currently enrolled student at the charter school he or she represents or a parent/guardian of a student that has graduated from the charter school that he or she represents. A parent/guardian of a child who is no longer enrolled at the charter school he or she seeks to represent is not eligible to serve as a parent Representative if his or her child did not graduate from the charter school. A Parent Representative may also not be a relative of anyone who is compensated and/or employed by CMP. If the Teacher Representative's status decreases below a .75 FTE Teacher, or if a Parent Representative is no longer a parent/guardian of a currently enrolled student at that charter or becomes a relative of anyone who is compensated and/or employed by CMP, the Representative is required to vacate the position and the position will be filled according to Article V, Section 9.

The Business Community Representatives and the Community-at-Large Representative may not be CMP employees. These Representatives shall be selected by a majority of the Governing Board every third year.

The Montessori Representative and Charter School Representative may not be CMP employees. These Representatives shall be selected by a majority of the Governing Board every third year. The Executive Director may propose the names of potential Montessori and Charter School Representatives to the Board for their consideration.

Each member of the Governing Board, including a Governing Board member appointed to fill a vacancy, shall hold office until the expiration of the term for which elected/appointed, and until a successor has been elected/appointed and qualified.

SECTION 6. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.

No more that 49 percent of the persons serving on the School Governance Board 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, descendent, spouse, brother-in-law, sister-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 7. DIRECTORS' TERM.

Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

SECTION 8. NOMINATIONS BY COMMITTEE.

The Chair of the School Governance Board or, if none, the President will appoint a committee to designate qualified candidates for election to the School Governance Board at least

thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the School Governance Board may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

SECTION 9. VACANCIES FILLED BY BOARD

Vacancies on the School Governance Board may be filled by approval by a majority vote of the Governance Board[2] to serve the remainder of the term of the board position filled. Any designation must further the Corporation's charitable purposes.

A vacancy or vacancies on the School Governance Board shall be deemed to exist in the event of death, resignation, or removal of any School Governance Board Member, or the declaration of unsound mind by an order of court, or if convicted of a felony, or if the authorized number of School Governance Board Members is increased, or if the electors fail to elect a School Governance Board Member by the election deadline, or if a Board member no longer meets his/her qualifications for service as outlined in Article V, Section 3.

SECTION 10. REMOVAL

All School Governance Board Members may be removed, with or without cause, by the vote of the majority of the members of the then seated 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). Any vacancy caused by the removal of a director shall be filled as provided in Section 4 of this Article. No reduction of the authorized number of Members of the School Governance Board shall have the effect of removing any Member before that Board Member's term of office expires.

SECTION 11. RESIGNATION OF DIRECTORS.

Except as provided below, any director may resign by giving written notice to the Chair of the School Governance Board, if any, or to the President or the Secretary of 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. A vacancy created by resignation shall be filled pursuant to Section 9 of this Article, according to the nature of the position. If a resignation is to become effective at a future time, a successor may be selected prior to the effective date of the resignation and shall take office on the date the resignation becomes effective. 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.

[2] District representative vacancies shall be filled by the District.

SECTION 12. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.

If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

SECTION 13. MEETINGS; ANNUAL MEETINGS.

All meetings of the School Governance Board 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).

The School Governance Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the School Governance Board.

SECTION 14. REGULAR MEETINGS.

Regular meetings of the School Governance Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the School Governance Board. At least 72 hours before a regular meeting, the School Governance Board, 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.

SECTION 15. SPECIAL MEETINGS.

Special meetings of the School Governance Board for any purpose may be called at any time by the Chair of the School Governance Board, if there is such an officer, or a majority of the School Governance Board. If a Chair of the School Governance Board has not been elected then the President is authorized to call a special meeting in place of the Chair. The party calling a special meeting shall determine the place, date, and time thereof.

SECTION 16. NOTICE OF SPECIAL MEETINGS.

In accordance with the Brown Act, special meetings of the School Governance Board 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.

Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors are regularly held.

(a) Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other 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.

(b) 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 17. QUORUM.

A majority of the number of members of the School Governing Board, then in office, shall be necessary to constitute a quorum for the transaction of business. The affirmative vote of a majority of the members of the School Governance Board present at any meeting at which there is a quorum assembled, is valid as a School Governance Board act. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

SECTION 18. TELEPHONIC AND ELECTRONIC VIDEO MEETINGS.

If a necessity for purposes of achieving a quorum, members of the Board of Directors may participate in meetings via teleconference 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 districts in which the CMP 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[3]

(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.[4]

SECTION 19. ADJOURNMENT.

A majority of the Directors present, whether or not a quorum is present, may adjourn any School Governance Board meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

SECTION 20. CREATION OF POWERS OF COMMITTEES.

The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two (2) or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Committees may be structured so that they report to the Charter School Executive Director. Appointments to committees of the School Governance Board shall be by majority vote of the authorized number of directors. The School Governance Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

(a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

(b) Fill vacancies on the School Governance Board or any committee of the Board;

(c) Fix compensation of the directors for serving on the School Governance Board or on any committee;

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[3] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[4] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

(d) Amend or repeal bylaws or adopt new bylaws;

(e) Amend or repeal any resolution of the School Governance Board that by its express terms is not so amendable or subject to repeal;

(f) Create any other committees of the School Governance Board or appoint the members of committees of the Board;

(g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

(h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

SECTION 21. MEETINGS AND ACTION OF COMMITTEES.

Meetings and actions of committees of the School Governance Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The School Governance Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the School Governance Board has not adopted rules, the committee may do so.

SECTION 22. NON-LIABILITY OF DIRECTORS.

No Director shall be personally liable for debts, liabilities, or other obligations of this corporation.

SECTION 23. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.

The California Montessori Project and its School Governance Board 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.

SECTION 24. COMPLIANCE WITH THE CONFLICT OF INTEREST LAWS.

In addition to complying with the conflict of interest provisions applicable to nonprofit public benefit corporations as set forth in the Corporations Code, the California Montessori Project and its School Governance Board shall comply with the conflict of interest provisions of the Political Reform Act ("PRA") as set forth in California Government Codes Section 87100 et seq. and any attendant regulations as they may be amended from time to time. The California Montessori Project shall comply with any other provisions governing conflicts of interest as outlined in the respective charters for each campus.

SECTION 25. 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 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 School Governance Board 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 (e.g., the interested director who recuses himself/herself shall not vote on the matter and shall leave the room when the vote is taken).

(c) Such contract or transaction is authorized in good faith by a majority of the school Governance Board by a vote sufficient for that purpose.

(d) Before authorizing or approving the transaction, the School Governance Board 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.

## ARTICLE VI
## OFFICERS

SECTION 1. OFFICERS.

The officers of this corporation shall be a Chairman of the Board (who shall be referred to as the "Chair of the School Governance Board"), President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed these bylaws.

SECTION 2. ELECTION.

The Chair of the School Governance Board shall be elected annually by a majority vote of the School Governance Board and shall serve at the pleasure of the Board of Directors. In the event that he or she resigns or is removed from the council, a successor shall be elected to serve the remainder of the term.

SECTION 3. REMOVAL AND RESIGNATION OF OFFICERS.

Subject to the rights, if any, of an officer under any contract of employment, any officer may be removed, either with or without cause, by a majority vote of the School Governance Board, at any regular or special meeting of the School Governance Board. Any officer may resign at any time by giving written notice to the School Governance Board. Any resignation shall take effect at the date of the receipt of that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective.

SECTION 4. VACANCIES.

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in the Bylaws for regular appointments to that office.

SECTION 5. CHAIR OF THE SCHOOL GOVERNANCE BOARD.

The Chair of the School Governance Board shall set the agenda and preside at the meetings of the School Governance Board, and shall exercise and perform such other duties as may be from time to time assigned by the School Governance Board. If there is no President, the Chair shall have the powers and duties of the President of the corporation set forth in these bylaws.

SECTION 6. PRESIDENT.

Subject to such supervisory powers as the School Governance Board may give to the Chair of the School Governance Board, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in an applicable employment contract, agreement, or job specification. The President presides at all School Governance Board meetings and, in the absence of the Chair of the School Governance Board, or if none, at all School Governance Board meetings. The President shall have such other powers and duties as the School Governance Board or the bylaws may require.

SECTION 7. VICE-PRESIDENTS.

If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the School Governance Board or the bylaws may require.

SECTION 8. SECRETARY.

The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the School Governance Board may direct, a book of minutes of all meetings,

proceedings, and actions of the board, of committee of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of directors present at School Governance Board and committee meetings; and the vote or abstention of each director present for each action taken.

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, and of committees of the School Governance 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 School Governance Board or by bylaws may require.

SECTION 9. 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 the members and 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 (i) 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 School Governance Board may designate; (ii) disburse the corporation's funds as the School Governance Board may order; (iii) render to the President, Chair of the School Governance Board, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) 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 School Governance Board for faithful performance of the duties of the office and for restoration to the corporation of all 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.

SECTION 10. DUPLICATION OF OFFICE HOLDERS.

Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chair of the School Governance Board.

## ARTICLE VII
## 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 VIII
## RECORDS – REPORTS – INSPECTION

SECTION 1. RECORDS.

California Montessori Project shall maintain adequate and correct accounts, books and records of its business and properties, in accordance with generally accepted accounting principles.

SECTION 2. INSPECTIONS AND REPORTS.

The California Montessori Project mandates that annual audits of the financial and programmatic aspects of the charter schools operated by the California Montessori Project shall be conducted and these audits will be made available to the governing boards of the school districts in which the charter schools operated by the California Montessori Project are operating. The reports of these audits are to be made public to all interested parties. The report shall contain all the information set forth Section 6321(a) of the California Corporations Code and shall be accompanied by any report thereon of independent accountants, or if there is no such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation. The annual report shall be furnished to all Members of the Governing Board. The Corporation shall furnish annually to the Members of the Governing Board and shall make available to the public a statement of any transaction or indemnification described in Section 6322(d) and (e) of the Corporations Code, if such transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report.

SECTION 3. CONTRACTS.

The School's Executive Director may enter into any contract or execute any instrument in the name of and on behalf of the California Montessori Project. Unless authorized by the Executive Director, no officer, agent or employee shall have any agreement or authority to bind California Montessori Project by any contract for any purpose or in any amount.

## ARTICLE IX
## INDEMNIFICATION

SECTION 1 INDEMNIFICATION.

To the fullest extent permitted by law, the California Montessori Project 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 California Montessori Project 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 School Governance Board by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the School Governance Board 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 School Governance Board shall authorize indemnification.

## ARTICLE X
## AMENDMENTS TO BYLAWS

The School Governance Board may adopt, amend or repeal any of these Bylaws by a 2/3 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 Charters of the charter schools operated by the California Montessori Project nor make any provision of these Bylaws inconsistent with those Charters, the Corporations Code, the corporation's Articles of Incorporation or any laws.

## CERTIFICATE OF SECRETARY
## OF CALIFORNIA MONTESSORI PROJECT

A California Nonprofit Corporation

I hereby certify that I am the duly elected and acting Secretary of said corporation and that the foregoing amended Bylaws, comprising 15 pages, constitute the Bylaws of said corporation, as duly adopted at a meeting of the California Montessori Project Governance Board thereof held on May 12, 2014.

Carrie Klagenberg
Secretary

Signature

5/28/2014
Dated

# Appendix M

## CMP Board Biographies

California Montessori Project

# BOARD MEMBERS AND ADVISORS

## BOARD MEMBERS:

Katie Farrell

Rob Henderson

Sara Meece

Dave Nelson

Rick Parks

Wes Pepper

Scott Porter

Andrea Ridge

Jenny Savakus

## ADVISORS:

John Garrard, San Juan Unified School District

Kathy Hamilton, Elk Grove Unified School District

Jack Kraemer, Sacramento City Unified School District

Jacky McHaney, Buckeye Union School District

California Montessori Project

# BOARD MEMBER BIOGRAPHIES:

## Katie Farrell – Parent Representative (Shingle Springs)

Katie Farrell has served as the Shingle Springs Governing Board representative since June 2014. Prior to this service she served, and continues to serve, on the Campus Advisory Council (CAC) since 2007. During her service on CAC, Katie's company, Acacia CE, developed and implemented plans for the site improvements for the "Field of Dreams" currently at the lower elementary campus. Katie is a native Shingle Springs resident, graduating from BUSD schools and then continued her education at UC Davis. Katie has four children, three of whom have graduated from CMP, and one is in the CMP Middle School program. Katie's work experience includes working for Cameron Park Montessori, as well as work in general administration, contract administration, human resources management, business development, construction management, labor union negotiation, controller, and public agency negotiation. Katie also participates in several professional organizations including: California Geotechnical Engineers Association, Structural Engineers Association of California, American Institute of Architects, United States Green Building Council, National Association of Women Business Owners and Real Estate and Construction Networking.

## Rob Henderson – Business Representative

Mr. Henderson is currently the CMP Board Chairperson. He is a Sacramento native and graduated from Encina High School in the San Juan Unified School District. Mr. Henderson graduated from the University of California at Davis with a Bachelor of Science in Economics. Mr. Henderson has two sons, both of whom are CMP graduates. Alex is 20 and currently enrolled in the College of Engineering at the University of California at Davis. Colin is 18 and currently enrolled at California State University, Sacramento, majoring in Biochemistry. Mr. Henderson has held various senior management positions, previously with Macy's California and is currently a Store Director for REI. Mr. Henderson has prior Board service with the Juvenile Diabetes Research Foundation and the American River Parkway Foundation.

## Sara Meece– Teacher Representative (Network)

Sara Meece began serving as teacher representative on the board in August 2014. She holds a B.A. in Liberal Studies from California State University, Sacramento. Sara is in her eleventh year as a teacher in the CMP network- two years in upper elementary and nine years in middle school. In addition to her Multiple Subject Teaching Credential, Sara holds a Secondary I (ages 12-14) Montessori Teaching Certificate. Her leadership roles outside the classroom include serving as curriculum level lead teacher, campus Rosetta Stone mentor, middle school meeting coordinator and BTSA support provider. Sara has dedicated her professional career to the Montessori philosophy of creating a collaborative community of life-long learners. She is inspired by the unique environment that CMP provides to challenge students in reaching their full potential.

California Montessori Project

## Dave Nelson – Business Representative

Dave Nelson has lived in the Sacramento area since 1980 when his family moved up from southern California. After graduating from Oak Ridge High School in El Dorado Hills he attended California State University Sacramento and graduated Cum Laude in 1995 with a Bachelor of Science in Business Administration with concentrations in Marketing and Strategic Management. Mr. Nelson has been in banking since 1994 and has concentrated on commercial lending since 2002. He currently works for First Citizens Bank out of their Folsom Commercial Loan Office as a Commercial lender. In his current role, Dave sources and underwrites new loan and deposit relationships while managing a complex, diversified commercial loan portfolio. Mr. Nelson has a daughter who graduated from the CMP program in 2010 and has finished a successful career at Ponderosa High School in Shingle Springs and currently attends Folsom Lake College in Folsom. Additionally, Dave has a son who graduated from CMP in 2014 and currently attends Union Mine High School and is a straight A student. Dave's wife, Jacqueline, is finishing her Master's Degree at California State University, Sacramento in the Social Work program.

## Rick Parks – Parent Representative (Capitol)

Rick Parks has served as the Capitol Campus representative on the CMP Governing Board since February 2014. He has a B.S. in Architectural Studies from Washington State University and an MBA from the University of California, Davis with concentrations in Organizational Behavior and Marketing. Mr. Parks is a licensed architect at Rainforth Grau Architects in Sacramento. He has practiced architecture for over 20 years and spent the last 16 years dedicated exclusively to the planning and design of K-12 educational facilities. He is the former president of the California / Northern Nevada Chapter of the Council of Educational Facility Planners International (CEFPI). Mr. Parks has two sons that currently attend CMP Capitol Campus in the 1st and 5th grade.

## Wesley Pepper – Charter Representative

Wesley Pepper is the Director of Curriculum & Instruction for Fortune School of Education. He has also served as the Coordinator of Instruction, Data, and Technology, and as Master Teacher at Fortune School after ten years in the classroom at PS7 Middle School (A St. Hope Charter School), and Middle School 118 in the Bronx, NY as a Teach For America Corps Member. Wesley has a daughter in First Grade at American River CMP campus, and a son, who he hopes will enroll for Kindergarten at the same campus next year. Wesley is a strong advocate for the charter school movement in general, and CMP in particular, because he believes in the ideal of school choice and the ability of charter schools to close the achievement gap by providing all students with the choice to attend schools that give them the ability to gain a world class education.

California Montessori Project

## Scott Porter - Parent Representative (Elk Grove)

Mr. Porter has been the Parent representative for CMP - Elk Grove since November 2014. He grew up in Sacramento where he graduated from Del Campo High School. Mr. Porter graduated from the University of California - San Diego in 1996 with a B.A. in History. He graduated from the University of the Pacific - McGeorge School of Law, earning his J.D. with distinction in 2000. Mr. Porter has been a Deputy District Attorney in San Joaquin County since July 2001. He is married with three children who all attend CMP in the Sixth, Third and First Grade. Mr. Porter loves the environment of CMP and tries to help out by acting as a chaperone whenever his schedule permits. Mr. Porter has also been the basketball coach for the upper elementary CMP Elk Grove basketball program for two years running.

## Andrea Ridge – Parent Representative (Orangevale)

Andrea Ridge has served on the Board since July 1, 2012, holding the position of Vice President as of 2014. Andrea holds an MBA in International Business and Marketing from the State University of New York at Buffalo. She spent much of her career traveling in Latin America as a Sales Manager and is fluent in English, Spanish and Portuguese. She is currently a Program Manager at Intel Corporation and is actively involved in leading the Intel PC Pals program at CMP Orangevale. Andrea is a very active member of her community, serving as Vice President on the Board of Directors for the American River Girls Softball Association and volunteering as a softball coach and manager. Andrea is an active volunteer at local food banks, her church and other local organizations. As a parent of a CMP student, she is actively involved in the school's Campus Advisory Council as well as spending many hours volunteering on campus. She is committed to the success of CMP and has enjoyed her time serving on the Board of Directors.

## Jenny Savakus – Community Representative

Jenny Savakus has managed the accounting for a local private Montessori preschool as well as for a few small businesses. She previously was a Treasury Analyst for Sutter Health working with the system wide insurance and bond issues. Ms. Savakus holds a Bachelor's of Science degree in Accounting. Her two children graduated from CMP-Shingle Springs and were active in the Cross Country Team, the Nature Bowl, and the Science Olympiad program. Throughout her many years as a Montessori parent Ms. Savakus volunteered every Friday to conduct spelling and vocabulary quizzes for the students. She has also served as a CMP Campus Advisory Council member at her children's campus, where she served on the Fundraising Committee and helped the campus raise over $200,000 for school enrichment programs and site improvements. Ms. Savakus has participated in several community organizations, including Girl Scouts, the local Horse Stables. She has acted as a liaison between CMP and the local community, helping to bring innovative programs to the campus such as an Intramural Cross Country Team, the CSUS Science Olympiad program, and the CSUS Academic Talent Search program.

# Appendix N

## CMP-Elk Grove CTC Information

CALIFORNIA MONTESSORI PROJECT CREDENTIALED STAFF
10-02-2015 (lmrc)

| Campus | Last Name | First Name | Credential | Document # | Expiration | English Learner Authorization | Add'l Authorizations |
|---|---|---|---|---|---|---|---|
| EG/BR | Alaei | Layla | Clear Multiple Subject | 150162613 | 7/1/2020 | ELA1 | |
| EG/BR | Baker | Bryan R. | Clear Multiple Subject | 110099595 | 7/1/2016 | ELA1 | |
| EG/BR | Bullock | Joann | Clear Multiple Subject | 110093902 | 7/1/2016 | ELA1 | |
| EG/BR | Call | Katherine | Clear Multiple Subject<br>Ed Specialist Instruction II | 130096464<br>130096458 | 7/1/2018 | None | Learning Handicapped Severely Handicapped |
| EG/BR | Coker | Lisa Maria | Clear Multiple Subject | 130063736 | 7/1/2018 | SB 2042 R242* | Civics/Gov |
| EG/BR | Cole | Mary Anne | Short Term Staff Permit | 150006906 | 7/1/2015 | ELAM | CSET pending for I |
| EG/BR | Fackrell | Brian Wayne | Clear Multiple Subject | 130106053 | 7/1/2018 | ELA1 | |
| EG/BR | Herber | Ashley | Clear Multiple Subject | 150099208 | 7/1/2020 | ELA1 | |
| EG/BR | Hoover | Angela Christine | Clear Multiple Subject | 140146829 | 9/1/2019 | Ryan R259* | |
| EG/BR | Kaida | Sue | Clear Multiple Subject | 130084738 | 7/1/2018 | CLAD S12 | Art |
| EG/BR | Laffan | Lisa | Clear Single Subject; Clear Multiple Subject; Clear Pupil Pers Serv; | 130120648;<br>130115949;<br>140006417 | 7/1/2018<br>7/1/2018<br>2/01/2019 | CLAD cert#<br>110069900 | SS Health Science, School counseling |
| EG/BR | Merz | Kathleen Marie C. | Clear Multiple Subject | 140142453 | 8/1/2019 | Ryan R259* | |
| EG/BR | Nauman | Christyal | Preliminary Mult Subject | 150077386 | 2/1/2020 | ELA1 | |
| EG/BR | Parnell | Justin | Clear Multiple Subject | 140146576 | 9/1/2019 | R142 | Physical Education |
| EG/BR | Richardson | Karen | Clear Multiple Subject | 140090666 | 8/1/2019 | CLAD S12 | CLAD |
| EG/BR | Santin Gouldthread | Kelly | Preliminary Mult Subject | 130040764 | 3/1/2016 | ELA1 | |
| EG/BR | Sherrod | Christina | Preliminary Mult Subject | 140040904 | 3/1/2019 | ELA1 | |
| EG/BR | Tingey | Brandy | Preliminary Mult Subject | 140140653 | 7/1/2019 | CTEL needed to clear | Needs BTSA and C |
| EG/OR | Derrick | Paula | SLP services | 120054914 | 12/1/2016 | | |
| EG-BR | Ross | Cayla | Preliminary Mult Subject | 110021261 | 3/1/2016 | ELA1 | English |
| EG-EG | Espinosa-Kahny | Ma. Fe Rhodora | Clear Multiple Subject | 140159362 | 9/1/2019 | ELA1 | |
| EG-EG | Herman | Melissa Jo | Clear Multiple Subject | 140117182 | 7/1/2019 | ELA1 | |
| EG-EG | Hilts | Dorothy | Clear Multiple Subject | 110009683 | 2/1/2016 | None | |
| EG-EG | Ortiz | Judith | Clear Multiple Subject | 130090242 | 6/1/2018 | ELA1 | |
| EG-EG | Siller-Michel (Mendoz | Angela | Education Specialist Instruction Credential Level II | 110161954 | 9/1/2016 | ELA1 | Mild/Mod |
| EG-EG | Spyksma | Maryka | Clear Multiple Subject | 150106481 | 7/1/2020 | ELA1 | English, Social Sc |
| EG-EG | Tice | Jenie Diane | Clear Multiple Subject | 130079080 | 6/1/2018 | ELA1 | CLAD |
| EG-EG | Williams (Rheault) | Rachel | Clear Multiple Subject | 150113220 | 7/1/2020 | ELA1 | Intro English, Social Science |

# Appendix O

# Appendix O1

## Job Description – Director of School Program

California Montessori Project

# Director of Program

**JOB TITLE:** Director of Program
**REPORTS TO:** Executive Director
**SUPERVISES:** Works collegially with senior administrative leadership team to provide oversight for the campus education specialists, mentors and curricular leadership teams
**WORK YEAR:** Full-time, year round, 250 days per year – July 1 through June 30
**CLASSIFICATION:** Administrative Exempt
**SITE ASSIGNMENT**: Central Administration with site visits and meeting destinations as applicable

## NATURE AND SCOPE OF JOB:

Under the direction of the Executive Director and pursuant to the established rules and policies adopted by the California Montessori Project (CMP) Governing Board, the Director of Program shall serve as the academic instructional leader, responsible for academic program and instructional resources, ensuring that all CMP sites are consistently implementing network goals relative to the approved curricula and mission of the charter school network ("Network").

Achieving academic excellence requires that the Director of Program work collaboratively with site administrators, instructional staff, and central administrative staff; and communicate effectively with staff, students, parents and other stakeholders. Inherent in the position are responsibilities for managing projects and deadlines; developing curriculum, instructional assessments, and extracurricular activities; as well as coaching and supporting the instructional staff.

## COMPENSATION:

Compensation for this position is based on the most current Principal Salary Schedule, commensurate to education, experience and specialized training, as reflected in the highest enrollment column.

Benefits include: Monthly travel allowance; employer paid allocation for group health benefits; eligibility for participation in optional benefit programs such as AFLAC and the school's 125 cafeteria plan; paid holidays and eligibility for up to 10 paid sick days and up to 20 paid vacation days per year.

All CMP employees are covered by state disability, worker's compensation, and other required state benefit plans such as the state unemployment fund, paid family leave, etc. Classified employees are participants in federal social security retirement and Medicare funding. Certificated employees are enrolled participants in the State Teacher's Retirement System, in lieu of federal social security.

## LICENSES, EDUCATION AND TRAINING:

- Minimum of a Bachelors Degree in Education, Administration or other related fields. Masters Degree preferred.
- Minimum of five years classroom and/or instructional experience.
- Montessori Certificate required, preferably from an accredited Montessori Teacher Training Center. Multiple age-level certifications are desirable.
- California Professional Clear Multiple Subject Teaching Credential or relevant Clear Single Subject Credential with proven Multiple Subject aptitude and mastery is desirable.

- Minimum of five years school administration experience. Experience in a Montessori setting preferred. Administrative credential or qualification certificate desirable.
- Verifiable experience, knowledge and skills in Special Education.

## KNOWLEDGE, SKILLS and ABILITIES:

- Demonstrated success in project management.
- Demonstrated success in leadership and management.
- Demonstrate a thorough understanding of and experience in sound management practices.
- Excellent interpersonal skills, written and verbal communication skills.
- Knowledge and mastery of technology applications as required for the duties of the position.
- Knowledge and understanding of Montessori, elementary, and charter education.
- Knowledge and understanding of federal, state and local laws and regulations relative to elementary education.
- Maintain current knowledge and academic background in education and administration.
- Knowledge of conflict resolution skills that are in alignment with the Network's policies and mission. Ability to facilitate conflict resolution in a fair and respectful manner.
- Ability to work well with others in a team environment. Knowledge and experience in effective team management strategies.
- Ability to effectively lead and coach site personnel as may be related to duties of mentorship, committee supervision and oversight.
- Ability to demonstrate self-motivation and initiative.
- Ability to follow organizational policies, protocol and procedures.
- Ability to accept direction from supervisors.
- Ability to accept constructive feedback, counsel and guidance from supervisors and administrative colleagues.
- Ability to communicate ideas and directives in a professional, respectful, clear and effective manner.
- Ability to develop long and short-range goals in alignment with the Network's mission, educational priorities, and strategic plan.

## JOB FUNCTIONS AND RESPONSIBILITIES:

The Director of Program shall manage, delegate and oversee curriculum and instruction related tasks in the following areas:

- Work collaboratively with the senior administrative team to develop curricular strategies and practices for the Network.
- Provide oversight for curriculum adoption and implementation.
- Conduct research and make curricular recommendations to the senior administrative leadership team and the Executive Director.
- Provide network oversight and staff instruction for academic testing and assessment (e.g. CELDT, STAR, etc.) and instructional interventions (e.g. STAR Power, SST, 504 processes).
- Provide oversight for Staff Development and Professional Development programs related to curriculum and instruction.
- Provide oversight and support for Parent Education programs and offerings.
- Facilitate committee meetings related to curriculum (e.g. Education Specialists, Middle School, Rosetta Stone, Accelerated Reader, Technology, etc.).
- Provide network oversight of Academic/Behavioral Intervention programs (e.g. STAR Power,

RTI, B.E.S.T.).

- Provide network oversight of field trip planning and approval (e.g. appropriateness/ relativity, consistency within grade levels, etc.).
- Provide oversight of new teacher programs and support, including facilitation of teacher induction programming.
- Serve as liaison between Network and Montessori training centers (e.g. Montessori Training Center, Houston Montessori Training Center, etc.).
- Work collaboratively with the Executive Director and site administrators in providing intervention, guidance, and support to teaching staff relative to academic programming and instructional strategies, as appropriate.
- Facilitate effectiveness of grade-level and curricular mentors.
- As a part of the overall staff evaluation process, provide input to Executive Director relative to principal evaluations as requested.
- Provide input to Executive Director and principals relative to instructional staff evaluations as requested.
- Keep staff informed of issues relative to academic program and instruction. Actively seek ideas and positive input for programmatic improvement. Conduct meetings and focus groups, as necessary, to assure proper instruction and implementation of curricula and instruction protocols.

The Director of Program will also assist the Executive Director in the following areas:

- Provide consultation and advise the Governing Board, including the preparation of written reports and recommendations, on issues related to Network academic and instructional programs.
- Attend Board, committee, and other applicable meetings relevant to academic program topics and concerns.
- Provide regular reports to the Board regarding progress and problems related to school program.
- Observe, interpret and report on the programmatic needs of the Network to the senior administrative leadership team, the Executive Director, Governing Board and community.
- Review and interpret information, data (including annual STAR scores), successes and needs of the Network's educational programs and present results to the stakeholders of the learning community.
- Work collaboratively with site administrators to identify and address staffing needs related to school program.
- Supervise and evaluate the effectiveness of instructional programs.
- Develop and implement short and long-range programmatic planning.

Additional general responsibilities of this administrative management position include:

1. **Administration**
    a. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
    b. Communicate with the Executive Director and the senior administrative team about the needs, successes and general operations of the Network's academic programs.
    c. Supervise the compliance and uniformity of academic programs and disciplinary procedures consistent with the philosophy, mission, values and goals of the Network.
    d. Ensure compliance with all laws, Board policies and civil regulations relative to school program and instruction.

e. Complete in a timely fashion all records and reports as requested and/or authorized by the Executive Director, Board, or administrative departments of the Network. Assure maintenance of accurate records relative to the duties of this position.

2. **Curriculum and Instruction**
   a. Oversee the annual master site schedules for instructional programs, ensuring sequential learning experiences for students that are consistent with the Network's philosophy, mission statement and instructional goals.
   b. Oversee the implementation and supervision of Network instructional programs to include assurance for the regular collection and evaluation of lesson plans, completion of classroom observations, and staff performance reviews, as well as ensuring the use of a variety of instructional strategies and materials consistent with Montessori pedagogy, learning research, child development, and best practices.
   c. Collect data and other pertinent information regarding academic, behavioral and developmental issues; participate in the interpretation and use of this data within the administrative network to identify student needs.
   d. Oversee the Response to Intervention, Student Success Team and 504 processes.
   e. Supervise the CELDT process and follow-up of services for English Learner students.

3. **Special Education**
   a. Work collaboratively with the Executive Director, Director of Special Education, and senior administrative leadership team to ensure consistent procedures for identifying and addressing the special needs of students including health-related concerns, and physical, emotional and social needs.
   b. Maintain current regulatory knowledge of compliance issues surrounding Special Education services, as well as protocols for IEP processes.
   c. Working with the Special Education Director, identify focused trainings for special education staff to ensure ongoing, relevant professional development opportunities.

4. **School, District and Community Relations**
   a. Establish and maintain a professional and respectful rapport with all school staff. Display the highest ethical and professional behavior and standards when working with school personnel, students, and parents. Serve as a role model for staff and students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all staff members to do the same.
   b. Participate in the positive development of the learning culture and climate, as well as help to cultivate positive community partnerships and relationships with the Montessori community-at-large.
   c. Attend those campus, network and district meetings and school-sponsored functions as required and applicable to the duties of this position, as well as those that support the positive development of school and community relationships.
   d. Maintain visibility and accessibility with instructional staff, leadership teams, senior leadership, Executive Director and the Governing Board.
   e. Communicate regularly with the senior administrative leadership team and Executive Director, seeking their support and input, to create cooperative relationships in support of the instructional staff and students of the School.
   f. Support the Network's communication channels and make readily available information relevant to the Network's academic program and instructional protocols.

5. **Other Duties as Applicable**
   Perform any duties that are within the scope of employment and professional certifications as assigned by the Executive Director that is not otherwise prohibited by law or in conflict with school policies and procedures.

## ESSENTIAL FUNCTIONS:

- Ability to travel between site locations and to designated meeting destinations.
- Ability to participate in occasional evening and weekend meetings and events, and occasional overnight travel for administrative retreats, professional development conferences and other work related events as identified by the Executive Director and administrative team.
- Daily attendance at a pre-designated work location, Monday through Friday, with regular, full-time work schedule during identified school operational hours as approved by the Executive Director.
- Accessible to site and administrative staff during identified school operational hours.
- Ability to sit and stand for extended periods of time.
- Ability to move about the work site, including campus walk-abouts, throughout the day.
- Ability to use keyboarding, computer and other office equipment, with or without accommodations.
- Ability to listen and communicate clearly and effectively with others, both verbally and in writing.
- Ability to complete and maintain a clear criminal background check and clear TB screening, current first aid and CPR certification, as well as any other professional licenses and credentials relevant to the position.

# Appendix O2

## Job Description - Principal

California Montessori Project

# Job Description: School Principal – Administrative Leadership

*The staff of CMP believes in honoring the dignity of all human beings. Because of that belief we do not discriminate in our hiring or enrollment practices on the basis of race, color, ethnic or national origin, gender orientation, religion, age, disability, and marital or family status*

**JOB TITLE:** School Principal
**CLASSIFICATION:** Administrative Exempt
**SITE LOCATION:** Specific assignment to applicable school campus
**REPORTS TO:** Executive Director
**SUPERVISES:** Students and all CMP employees assigned to the designated site location
**WORK YEAR:** Full-time, year round, 250 days per year – July 1 through June 30
**TRAVEL REQUIREMENTS:** Limited local travel and occasional out of area meeting/conference attendance.

## NATURE AND SCOPE OF WORK:

Under the direction of the Executive Director and pursuant to the established rules and policies adopted by the CMP Governing Board, the school Principal shall serve as the educational leader, responsible for administration and management of the daily operations of the school to which (s)he is assigned, ensuring that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff hired by the network administrative team and to communicate effectively with parents and students. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

## LICENSES, EDUCATION AND TRAINING:

- Minimum of a Bachelors Degree in Education, Administration or other related field. Masters Degree preferred.
- California Professional Clear Multiple Subject Teaching Credential or relevant Clear Single Subject Credential with proven Multiple Subject aptitude and mastery.
- Montessori Certificate from an accredited Montessori Teacher Training Center. Candidates may complete this requirement concurrent with employment.
- Verifiable Educational Management and Leadership Experience. Administrative credential or qualification certificate preferred.

## KNOWLEDGE, SKILLS and ABILITIES

- Knowledge and understanding of Montessori, elementary, and charter education.
- Knowledge and understanding of federal, state and local laws and regulations relative to elementary education and personnel management.
- Maintain current knowledge and academic background in education and administration.
- Excellent interpersonal skills, written and verbal communication skills.
- Demonstrate a thorough understanding of and experience in sound management practices.
- Ability to delegate authority while maintaining accountability.

- Knowledge of conflict resolution skills that are in alignment with the School's policies and mission. Ability to facilitate conflict resolution in a fair and respectful manner.
- Ability to work well with others in a team environment. Knowledge and experience in effective team management strategies.
- Ability to effectively lead and manage site operations and personnel.
- Ability to follow organizational policies, protocol and procedures.
- Ability to accept direction from supervisors.
- Ability to accept constructive feedback, counsel and guidance from supervisors and administrative colleagues.
- Ability to communicate ideas and directives in a professional, respectful, clear and effective manner.
- Ability to develop long and short-range goals in alignment with the School's mission and educational priorities.
- Demonstrated leadership and management success.

**JOB FUNCTIONS AND RESPONSIBILITIES:**
The school Principal shall manage, delegate and oversee administrative and operational tasks in the following areas:

1. **General Operations**
    a. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
    b. Communicate with the Executive Director and the administrative team about the needs, successes and general operations of the School.
    c. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems that ensure a safe and respectful climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures.
    d. Ensure compliance with all laws, board policies and civil regulations.
    e. Use effective interpersonal and presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
    f. Use excellent written and oral English skills when communicating with students, parents and staff.
    g. Complete in a timely fashion all records and reports as requested and/or authorized by the Executive Director, Board, or administrative departments of the School. Assure maintenance of accurate attendance, personnel and financial records.

2. **Facilities Management**
    a. Assure continued implementation of established procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature components of the environment.
    b. Assure continued maintenance of CMP's inventory system for all school supplies, materials and equipment.

3. **Curriculum and Instruction**

a. Establish the annual master site schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
b. Supervise the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with Montessori pedagogy, research on learning and child growth and development, and best practices.
c. Research and collect data regarding the needs of students, and other pertinent information including the collection of detail regarding academic, behavioral and developmental issues; and participate in the interpretation and use of this data within the administrative network.
d. Approve quarterly student grade and behavior reports and supervise timely distribution to parents each quarter.
e. Nurture both students and teachers to achieve their greatest potential academically, instructionally and spiritually.
f. Enforce staff and student dress code policies and personal appearance policies so as to assure a school environment that is focused on academic achievement rather than on individuals.

4. **Special Education**
   a. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional and spiritual needs.
   b. Work collaboratively with staff and third-party contractors to obtain and provide designated services within established budgetary and compliance guidelines.
   c. Maintain current regulatory knowledge of compliance issues surrounding Special Education services, as well as protocols for IEP and SST processes.

5. **Finance**
   a. Participate in the established procedures for evaluation and selection of instructional materials and equipment, supervise site budget, and approve all campus budgetary expenditures.
   b. Assure maintenance of and account for all student activity funds and money collected from students and their families.

6. **Personnel Management**
   a. Participate in the recruitment, selection, training, retention and performance reviews of staff working at the school site.
   b. Assure that all site staff are knowledgeable in and properly implementing all school policies, as well as applicable local, state and federal laws and regulations.
   c. Work collaboratively with applicable central administrative staff to establish and maintain a master staff and bell schedule to be made available to all site employees. Supervise and verify staff attendance pursuant to established work schedules, audit and approve attendance and payroll documents, review and approve time off requests in accordance with established School policies and site staffing needs.
   d. Keep the staff informed of site and network issues. Actively seek ideas and positive input for school improvement. Conduct meetings, as necessary, for the proper functioning of the school to include weekly/monthly staff meetings, campus committee/advisory meetings, administrative meetings, meetings with district sponsors, etc.

e. Keep the Executive Director and Director of Human Resources advised of employees not meeting the expectations of employment. Work collaboratively with the Director of Human Resources in providing staff intervention and guidance as appropriate.
f. Participate in the design and management of site staffing configurations. Work collaboratively with the Executive Director and Director of Human Resources in the successful implementation of approved configurations and execution of configuration changes and may be warranted.

7. **Student, Parent , District and Community Relations**
   a. Establish and maintain a professional and respectful rapport with all students and staff. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all staff members to do the same.
   b. Maintain visibility and accessibility with students, staff, parents and the Board.
   c. Communicate regularly with parents, seeking their support and input, so as to create a cooperative relationship to support the students in the School. Support the School's communication channels and make readily available information relative to the School's communication policies, dispute resolution and grievance procedures.
   d. Maintain positive, cooperative and mutually supportive relationships with students, staff, Executive Director, administrative team, sponsoring districts and community partners.
   e. Attend required district, network, and campus meetings (e.g.: fund-raising, curriculum, etc.) and extra school sponsored functions as applicable to Principal's duties and school site, as well as those that support the positive development of the learning culture and climate and/or help to cultivate positive community partnerships.
8. **Student Records, Attendance and Discipline**
   a. Work collaboratively with applicable central administrative staff to establish and maintain procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
   b. Supervise and administer in a fair and consistent manner effective discipline and attendance systems with high standards that are consistent with the philosophy, values, and mission of the School; ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.
   c. Maintain current regulatory knowledge of and participate in CMP's established discipline protocols to include suspension and expulsion processes.

9. **Health and Safety**
   a. Assume responsibility for the health, safety, and welfare of students, employees and visitors. Serve as the lead contact with regard to implementation of the school's approved emergency preparedness and safety plan. Work collaboratively with CMP's Safety Coordinator to develop clearly understood procedures and assure completion of regular drills for emergencies and disasters.
   b. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
   c. Provide and supervise a safe recreation and play period for the students.
   d. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be

detrimental to the health and welfare of other students. Assure that excluded student's parents or guardians are apprised of the reasons for exclusion and the process for re-entry to school.

e. Notify immediately the Executive Director, Director of Human Resources, and/or other appropriate personnel and agencies as applicable, when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students or staff appearing to be under the influence of alcohol or controlled substances. Ensure that all staff understand and adhere to California Mandated Reporting requirements and that staff are aware of resources and notification of appropriate parties for each of the individual matters included above.

f. Work collaboratively with the Director of Human Resources to establish and maintain a learning environment that is "gender neutral" and is both physically and psychologically safe for students and staff.

g. Work collaboratively with the Director of Human Resources to assure that staff and students are aware of applicable policy and protocol related to the prevention of harassment and other forms of intimidation and/or workplace violence.

10. **Other Duties as Applicable**
Perform any duties that are within the scope of employment and professional certifications, as assigned by the Executive Director and not otherwise prohibited by law or in conflict with school policies and procedures.

**ESSENTIAL FUNCTIONS:**
Employee shall possess the ability to:

- Complete and maintain a clear criminal background check (Livescan) and clear tuberculosis screening, current first aid and CPR certification, as well as any other professional licenses and credentials relevant to the position,
- Be prompt and present on site or at pre-designated alternative work locations, Monday through Friday, with regular, full-time work schedule and hours to be maintained during identified school operation hours as approved by the Executive Director,
- Travel locally between site locations and to designated meeting destinations,
- Participate in occasional evening and weekend meetings and events, and occasional overnight travel for administrative retreats, professional development conferences and other work related events as identified by the Executive Director and administrative team,
- Be accessible to site and administrative staff during identified school operation hours, when not on campus,
- Accurately perform detailed work as well as review the work activities of other staff; provide feedback to staff in a constructive and positive manner.
- Demonstrate reading, writing, language, arithmetic and social skills as required to complete assigned duties and responsibilities,
- Speak clearly, hear and understand verbal communications; and carry out verbal and written instructions,
- Work indoors and sit at a desk; view a computer screen and utilize keyboards for extended periods of time,
- Use general office equipment such as copiers, fax machines, binding equipment, laminator, etc. for intermittent periods of time,
- Sit and stand for extended periods of time; move about the campus at regular intervals throughout the day.

- Observe the environment and make record of such observations for the greater good of the School's operations and administration.
- Safely lift and move up to 30 lbs on occasion; safely carry and/or lift above head and shoulders up to 10 lbs.,
- Reach above head, crouch, sit and stand as needed to perform general office maintenance functions and duties,
- Physically interact in an office, classroom and playground setting,
- Work with and communicate clearly and effectively with students, staff and families of the School.
- Organize and coordinate schedules, analyze and interpret data, communicate with the public, plan, organize and prioritize work assignments, problem solve, create written communications, accurately complete tasks as assigned,
- Work in a fast paced environment, with competing deadlines, and rigorous mental work demands,
- Display discretion, good judgment, initiative, and ability to work independently as well as supervise others,
- Maintain confidentiality and understand the definition of "need-to-know parties" regarding all matters that the staff person may handle or be exposed to.

**WORK SCHEDULE:**
This position is full-time, year round: 8 hours per day, Monday through Friday, 250 days per year with specific hours to be reviewed and approved by the Executive Director but within regular business hours of 7:00 am to 6:00 pm daily.

By virtue of the administrative nature of this position and the required education and training of the employee, principals are considered exempt employees. As such, this position is not eligible for overtime or compensatory time.

Full-time, year round administrative staff are eligible for benefits to include: Group health premium allowance, paid vacation and sick leave allowance, paid holidays, access to 125 cafeteria plan and other optional premium products.

# Appendix O3

## Job Description – Dean of Students I

California Montessori Project

# Job Description: Dean of Students – Level I
# Administrative Leadership Employment Series

*The staff of CMP believes in honoring the dignity of all human beings. Because of that belief we do not discriminate in our hiring or enrollment practices on the basis of race, color, ethnic or national origin, gender orientation, religion, age, disability, and marital or family status.*

**JOB TITLE:** Dean of Students – Level I
**CLASSIFICATION:** Administrative Exempt – Positive Reporting
**SITE LOCATION**: As assigned to one or more school campuses
**REPORTS TO:** School Principal
**SUPERVISES:** Students and campus staff in the absence of the principal as applicable, or as designated by the principal.
**WORK YEAR:** Full-time (40 hours per week, 8 hours per day), school-year, 200 day work assignment to include 185 instructional work days as designated on the school calendar, plus additional days of service to the campus, to be determined by the principal, and/or Executive Director or designee – service days to be completed between July 1 through June 30 of the applicable fiscal year.
**TRAVEL REQUIREMENTS:** Limited local travel and occasional out of area meeting/conference attendance.

**NATURE AND SCOPE OF WORK:**
Pursuant to the established rules and policies adopted by the CMP Governing Board, the Dean of Students assists the school principal in the management of education and teaching programs for an assigned CMP campus. The Dean of Students is also instrumental in helping to develop and oversee implementation of curriculum, reviewing staff performance and providing support to teachers as identified, and creating an atmosphere conducive to academic success. The Dean of Students also coordinates school activities and programs within budgetary guidelines.

The Dean of Students performs a wide variety of administrative and programmatic tasks and must possess familiarity of various curricular concepts, teaching practices and strategies, and administrative procedures. Under the direction of the principal and Director of Program, the Dean of Students relies on extensive experience and judgment to plan and accomplish assigned projects and goals. A wide degree of creativity and latitude is expected.

Achieving academic excellence requires that the Dean of Students work collaboratively to support and nurture all members of the school staff hired by the network administrative team and to communicate effectively with parents and students. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel guidance and support, emergency procedures, and facility operations.

**LICENSES, EDUCATION AND TRAINING – Level I:**
- Minimum of a Bachelors Degree in Education, Administration or other related field. Masters Degree preferred.
- California Professional Clear Multiple Subject Teaching Credential or relevant Clear Single Subject Credential with proven Multiple Subject aptitude and mastery.

- Montessori Certificate from an accredited Montessori Teacher Training Center. Candidates may complete this requirement concurrent with employment.
- At least five years of classroom teaching experience, and verifiable educational management and leadership experience.

**KNOWLEDGE, SKILLS and ABILITIES**

- Knowledge and understanding of Montessori, elementary, and charter education.
- Knowledge and understanding of federal, state and local laws and regulations relative to elementary education and personnel management.
- Maintain current knowledge and academic background in education and administration.
- Effective and professional interpersonal skills, written and verbal communication skills.
- Demonstrate an ongoing understanding of and experience in sound management practices.
- Demonstrate mastery of effective time management skills.
- Ability to delegate tasks and assignments while maintaining accountability.
- Knowledge of conflict resolution skills that are in alignment with the School's policies and mission. Ability to facilitate conflict resolution in a fair and respectful manner.
- Ability to build effective professional relationships with co-workers; ability to work well with others in a team environment. Knowledge and experience in effective team management strategies.
- Ability to effectively support and assist with site operations and personnel.
- Ability to follow organizational policies, protocol and procedures.
- Ability to accept direction from supervisors.
- Ability to accept constructive feedback, counsel and guidance from supervisors and administrative colleagues.
- Ability to communicate ideas and directives in a professional, respectful, clear and effective manner.
- Ability to develop long and short-range goals in alignment with the School's mission and educational priorities.
- Ongoing development of successful leadership and management strategies.

**JOB FUNCTIONS AND RESPONSIBILITIES – Level I:**

The Dean of Students (Level I) shall manage, delegate and oversee administrative, curricular and programmatic tasks at the assigned school campus(es) as outlined below. In addition to campus responsibilities, the Level I assignment shall also begin to gain exposure and provide specific service to the CMP Network at-large, as may be identified, which may include service as a Network Supplemental Curriculum Coordinator as selected by the administrative interviewing team.

Campus responsibilities shall include the following areas of service:

1. **General/Administrative Operations**

- Manage the accreditation process (WASC, AMS, MACTE) in applicable years
- Attend monthly CMP 'Dean of Students' Network meetings as scheduled
- Maintain classroom materials inventories; recommend classroom materials needs
- Assist with and support administrative projects and functions with principal and campus office team
- Plan and coordinate site-based staff development programs and events.

2. **Facilities Management**

- Assist principal with general care of the school environment

3. **Curriculum and Instruction**

- Attend curriculum grade level meetings as needed
- Collect, disaggregate, and analyze student assessment data with principal
- Identify students for and manage STAR tutoring programs
- Provide curriculum development support as needed
- Oversee implementation of curricular programs to include Rosetta Stone, Accelerated Reader/Math, Albanesi, Montessori curriculum and lessons, etc.
- Review supplemental curriculum reports with principal
- Serve as Campus Testing Coordinator; oversee statewide testing to include CELDT, CST and PFT, as well as other testing programs as assigned
- Assist principal in review of progress reports and report cards as needed

4. **Intervention Support/Special Education/Special Populations**

- Attend weekly Special Education and 504 team meetings with principal
- Manage Response to Intervention (RTI) process to include teacher training and support, facilitate RTI Level II strategies implementation, and attend RTI Level III meetings with principal
- Attend basic IEP meetings as needed
- Monitor progress of English Learner students

5. **Finance**

- Participate in exposure to school budget and line item allocations planning with principal

6. **Personnel Management**

- Coordinate and lead campus CPI team, assist trainers in coordination of staff training and oversight
- Conduct teacher/classroom observations as a part of the PDP process, as well as at other times to provide staff support and feedback as needed
- Review and monitor lesson plans, and provide staff feedback as needed
- Provide support to teaching staff as needed for parent/teacher conferences and other meetings as identified
- Provide support at teacher and TA staff meetings
- Assist with new teacher development as identified
- Present and/or provide event support on network professional development days

7. **Student, Parent, District and Community Relations**

- Coordinate and participate in 6$^{th}$ grade student interviews in preparation for middle school matriculation
- Assist with campus newsletter production, and provide intermittent articles for network distribution as scheduled
- Coordinate parent education programs and presentations
- Review/proof classroom newsletters with principal as assigned
- Coordinate school-wide events such as Harvest Festival, Art Walk, Walk-a-thon, etc.
- Conduct campus tours as needed

8. **Student Records, Attendance and Discipline**

- Provide oversight of AERIES data entry and management related to STAR hourly programs and student discipline records
- Attend student attendance meetings with principal and provide support as needed

- Manage attendance improvement programs to include oversight of attendance letters, intervention strategies, and attendance records auditing with principal
- Manage the B.E.S.T. program to include staff trainings, student assemblies, meeting with students receiving office referrals, parent communications, etc.

9. **Health and Safety**

- Provide consultative support in safe implementation of all campus safety protocols to include safety drills, emergency procedures, traffic loops, recess coverage planning, etc.
- Conduct daily campus/classroom walk-throughs
- Manage the daily campus traffic systems and recess/outdoor supervision activities, to include staff schedules for traffic loops, recess coverage, etc.; participation in daily systems coverage, supervision of systems and staff, and additional related tasks as required
- Maintain current knowledge of school safety plan, and emergency preparedness protocols

10. **Other Duties as Applicable**
    Perform any duties that are within the scope of employment and professional certifications, as assigned by the Principal, Director of Program, or Executive Director and not otherwise prohibited by law or in conflict with school policies and procedures

## JOB SPECIFIC EMPLOYEE TRAINING

As a function of employee's participation in CMP's Administrative Leadership Employment Series, employee shall participate in specific job-related training activities to enhance employee's professional growth and development. Identified professional growth activities may include:

- Participation in daily meetings with principal
- Attendance at designated IEP and 504 meetings
- Attendance at designated district meetings (especially those dealing with CMP school issues), governing board meetings hosted by the employee's home site and as otherwise identified by the principal, as well as Campus Advisory Council meetings as identified by the principal
- Attendance at pre-designated trainings related to Special Education, 504 compliance and implementation, STAR testing, CELDT administration, CPI certification, etc.
- AERIES training
- CSDC Boot camp, leadership academies, symposiums, etc.
- Other related training activities and programs as identified

## ESSENTIAL FUNCTIONS:

Employee shall possess the ability to:

- Complete and maintain a clear criminal background check (Livescan) and clear tuberculosis screening, current first aid and CPR certification, as well as any other professional licenses and credentials relevant to the position,
- Be prompt and present on site or at pre-designated alternative work locations, Monday through Friday, with regular, full-time work schedule and hours to be maintained during identified school operation hours as set by the principal with approval by the Executive Director,
- Travel locally between site locations and to designated meeting destinations,
- Participate in occasional evening and weekend meetings and events, and occasional overnight travel for administrative retreats, professional development conferences and other work related events as identified by the Executive Director and administrative team,
- Be accessible to site and administrative staff during identified school operation hours, when not on campus,

- Accurately perform detailed work as well as review the work activities of other staff; provide feedback to staff in a constructive and positive manner,
- Demonstrate reading, writing, language, arithmetic and social skills as required to complete assigned duties and responsibilities,
- Speak clearly, hear and understand verbal communications; and carry out verbal and written instructions,
- Work indoors and sit at a desk; view a computer screen and utilize keyboards for extended periods of time,
- Use general office equipment such as copiers, fax machines, binding equipment, laminator, etc. for intermittent periods of time,
- Sit and stand for extended periods of time; move about the campus at regular intervals throughout the day.
- Observe the environment and make record of such observations for the greater good of the School's operations and administration.
- Safely lift and move up to 30 lbs on occasion; safely carry and/or lift above head and shoulders up to 10 lbs.,
- Reach above head, crouch, sit and stand as needed to perform general office maintenance functions and duties,
- Physically interact in an office, classroom and playground setting,
- Work with and communicate clearly and effectively with students, staff and families of the School.
- Organize and coordinate schedules, analyze and interpret data, communicate with the public, plan, organize and prioritize work assignments, problem solve, create written communications, accurately complete tasks as assigned,
- Work in a fast paced environment, with competing deadlines, and rigorous mental work demands,
- Display discretion, good judgment, initiative, and ability to work independently as well as supervise others,
- Maintain confidentiality and understand the definition of "need-to-know parties" regarding all matters that the staff person may handle or be exposed to.

**WORK SCHEDULE – Level I (Positive Reporting):**
This position is full-time, school-year: 8 hours per day, Monday through Friday, 200 day work assignment to include 185 instructional work days as designated on the school calendar, plus additional days of service to the campus, be determined by the principal, and/or Executive Director or designee – service days to be completed between July 1 through June 30 of the applicable fiscal year.

Specific daily work hours shall be established by the principal as reviewed and approved by the Executive Director but within regular business hours of 7:00 am to 6:00 pm daily.

By virtue of the administrative nature of this position and the required education and training of the employee, the Dean of Students is considered an exempt employee position. As such, this position is not eligible for overtime or compensatory time.

Full-time, positive reporting staff are eligible for benefits to include: Group health premium allowance, paid sick leave allowance, access to 125 cafeteria plan and other optional premium products.

# Appendix O4

## Job Description – Dean of Students II

California Montessori Project

# Job Description: Dean of Students – Level II
# Administrative Leadership Employment Series

*The staff of CMP believes in honoring the dignity of all human beings. Because of that belief we do not discriminate in our hiring or enrollment practices on the basis of race, color, ethnic or national origin, gender orientation, religion, age, disability, and marital or family status.*

**JOB TITLE:** Dean of Students – Level II
**CLASSIFICATION:** Administrative Exempt – Positive Reporting
**SITE LOCATION:** As assigned to one or more school campuses
**REPORTS TO:** School Principal
**SUPERVISES:** Students and campus staff in the absence of the principal as applicable, or as designated by the principal.
**WORK YEAR:** Full-time (40 hours per week, 8 hours per day), school-year, 210 day work assignment to include 185 instructional work days as designated on the school calendar, plus additional days of service to both the employee's home campus and the network, to be determined by the principal, and/or Executive Director or designee – service days to be completed between July 1 through June 30 of the applicable fiscal year.
**TRAVEL REQUIREMENTS:** Limited local travel and occasional out of area meeting/conference attendance.

## NATURE AND SCOPE OF WORK:

Pursuant to the established rules and policies adopted by the CMP Governing Board, the Dean of Students assists the school principal in the management of education and teaching programs for an assigned CMP campus. The Dean of Students is also instrumental in helping to develop and oversee implementation of curriculum, reviewing staff performance and providing support to teachers as identified, and creating an atmosphere conducive to academic success. The Dean of Students also coordinates school activities and programs within budgetary guidelines.

The Dean of Students performs a wide variety of administrative and programmatic tasks and must possess familiarity of various curricular concepts, teaching practices and strategies, and administrative procedures. Under the direction of the principal and Director of Program, the Dean of Students relies on extensive experience and judgment to plan and accomplish assigned projects and goals. A wide degree of creativity and latitude is expected.

Achieving academic excellence requires that the Dean of Students work collaboratively to support and nurture all members of the school staff hired by the network administrative team and to communicate effectively with parents and students. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel guidance and support, emergency procedures, and facility operations.

## LICENSES, EDUCATION AND TRAINING – Level II:

- Minimum of a Bachelors Degree in Education, Administration or other related field. Masters Degree preferred.
- California Professional Clear Multiple Subject Teaching Credential or relevant Clear Single Subject Credential with proven Multiple Subject aptitude and mastery.

- Montessori Certificate from an accredited Montessori Teacher Training Center. Candidates may complete this requirement concurrent with employment.
- At least five years of classroom teaching experience, and verifiable educational management and leadership experience.
- Level II candidates shall have also served at least three years as a Dean of Students - Level I or comparable administrative experience, and/or possession of an active administrative credential.

**KNOWLEDGE, SKILLS and ABILITIES**

- Knowledge and understanding of Montessori, elementary, and charter education.
- Knowledge and understanding of federal, state and local laws and regulations relative to elementary education and personnel management.
- Maintain current knowledge and academic background in education and administration.
- Effective and professional interpersonal skills, written and verbal communication skills.
- Demonstrate an ongoing understanding of and experience in sound management practices.
- Demonstrate mastery of effective time management skills.
- Ability to delegate tasks and assignments while maintaining accountability.
- Knowledge of conflict resolution skills that are in alignment with the School's policies and mission. Ability to facilitate conflict resolution in a fair and respectful manner.
- Ability to build effective professional relationships with co-workers; ability to work well with others in a team environment. Knowledge and experience in effective team management strategies.
- Ability to effectively support and assist with site operations and personnel.
- Ability to follow organizational policies, protocol and procedures.
- Ability to accept direction from supervisors.
- Ability to accept constructive feedback, counsel and guidance from supervisors and administrative colleagues.
- Ability to communicate ideas and directives in a professional, respectful, clear and effective manner.
- Ability to develop long and short-range goals in alignment with the School's mission and educational priorities.
- Ongoing development of successful leadership and management strategies.

**JOB FUNCTIONS AND RESPONSIBILITIES – Level II:**

The Dean of Students Level II is an extension of CMP's Leadership Development program and is intended to build upon the duties and responsibilities of the entry-level Dean of Students (Level I) position, demonstrating a greater degree of administrative leadership and experiential mastery.

In addition to campus responsibilities, the Level II assignment shall also gain exposure and provide specific service to the CMP Network at-large, which may include service as a Network Supplemental Curriculum Coordinator as selected by the administrative interviewing team.

The Dean of Students Level II shall continue to manage, delegate and oversee administrative, curricular and programmatic tasks at the assigned school campus(es) in the following areas, with additional responsibilities as indicated in italics:

1. **<u>General/Administrative Operations</u>**

- Manage the accreditation process (WASC, AMS, MACTE) in applicable years
- Attend monthly CMP 'Dean of Students' Network meetings as scheduled

- Maintain classroom materials inventories; recommend classroom materials needs
- Assist with and support administrative projects and functions with principal and campus office team
- *Plan and coordinate both site-based and network-based staff development programs and events*
- *Participate/assist principal with classroom configuration planning and lottery processes*

2. **Facilities Management**
- Assist principal with general care of the school environment

3. **Curriculum and Instruction**
- Attend curriculum grade level meetings as needed
- Collect, disaggregate, and analyze student assessment data with principal
- Identify students for and manage STAR tutoring programs
- Provide curriculum development support as needed
- Oversee implementation of curricular programs to include Rosetta Stone, Accelerated Reader/Math, Albanesi, Montessori curriculum and lessons, etc.
- Review supplemental curriculum reports with principal
- Serve as Campus Testing Coordinator; oversee statewide testing to include CELDT, CST and PFT, as well as other testing programs as assigned
- Assist principal in review of progress reports and report cards as needed
- Manage STAR tutoring programs

4. **Intervention Support/Special Education/Special Populations**
- Attend weekly Special Education and 504 team meetings with principal
- Manage Response to Intervention (RTI) process to include teacher training and support, facilitate RTI Level II strategies implementation, *and facilitate RTI Level III meetings as needed*
- Monitor progress of English Learner students
- *Attend IEP meetings as identified, as the administrative designee*
- *Attend 504 meetings and provide compliance and implementation oversight*

5. **Finance**
- Participate in exposure to school budget and line item allocations planning with principal
- *Assist principal with budgeting and ordering protocols*

6. **Personnel Management**
- Coordinate and lead campus CPI team, assist trainers in coordination of staff training and oversight
- Conduct teacher/classroom observations as a part of the PDP process, as well as at other times to provide staff support and feedback as needed
- Review and monitor lesson plans, and provide staff feedback as needed
- Provide support to teaching staff as needed for parent/teacher conferences and other meetings as identified; *facilitate more difficult parent/teacher issues and serve as an administrative liaison within the conflict resolution process*
- Provide support at teacher and TA staff meetings
- Assist with new teacher development as identified
- Coordinate site-based staff development
- Present and/or provide event support on network professional development days
- *Plan and run designated campus staff meetings and trainings*

- *Prepare and present reports at staff meetings as delegated by the principal*
- *Participate in both site-based and network personnel interviews as designated*

7. **Student, Parent, District and Community Relations**

- Coordinate and participate in 6th grade student interviews in preparation for middle school matriculation
- Oversee campus newsletter production *(at least two issues per year)*, and provide intermittent articles for network distribution as scheduled
- Coordinate parent education programs and presentations
- Review/proof classroom newsletters with principal as assigned
- Coordinate school-wide events such as Harvest Festival, Art Walk, Walk-a-thon, etc.
- Conduct campus tours as needed
- *Attend designated district meetings as the principal's designee, and serve as a district liaison for meetings and site visits by district representatives, dignitaries, etc.*

8. **Student Records, Attendance and Discipline**

- Provide oversight of AERIES data entry and management related to STAR hourly programs and student discipline records
- Attend student attendance meetings *as the administrative designee, providing follow up support as needed.*
- *Serve on Student Attendance Review Team (SART) Panel*
- Manage attendance improvement programs to include oversight of attendance letters, intervention strategies, and attendance records auditing with principal
- Manage the B.E.S.T. program to include staff trainings, student assemblies, meeting with students receiving office referrals, parent communications, etc.

9. **Health and Safety**

- Provide consultative support in safe implementation of all campus safety protocols to include safety drills, emergency procedures, traffic loops, recess coverage planning, etc.
- Conduct daily campus/classroom walk-throughs
- Manage the daily campus traffic systems and recess/outdoor supervision activities, to include staff schedules for traffic loops, recess coverage, etc.; participation in daily systems coverage, supervision of systems and staff, and additional related tasks as required
- Maintain current knowledge of school safety plan, and emergency preparedness protocols

10. **Other Duties as Applicable**

Perform any duties that are within the scope of employment and professional certifications, as assigned by the Principal, Director of Program, or Executive Director and not otherwise prohibited by law or in conflict with school policies and procedures.

## JOB SPECIFIC EMPLOYEE TRAINING

As a function of employee's ongoing participation in CMP's Administrative Leadership Employment Series, employee shall participate in specific job-related training activities to continue to enhance employee's professional growth and development. In addition to the activities listed in the Dean of Students (Level I) job description, identified professional growth activities for the Level II work assignment may include:

- Regularly scheduled meetings with principal
- Occasional attendance at weekly principals' meetings, with or as the principal's designee

- Attendance at network trainings such as Administrative Assistant meetings and other administrative training and compliance sessions as identified
- Other related training activities and programs as identified

**ESSENTIAL FUNCTIONS:**

Employee shall possess the ability to:

- Complete and maintain a clear criminal background check (Livescan) and clear tuberculosis screening, current first aid and CPR certification, as well as any other professional licenses and credentials relevant to the position,
- Be prompt and present on site or at pre-designated alternative work locations, Monday through Friday, with regular, full-time work schedule and hours to be maintained during identified school operation hours as set by the principal with approval by the Executive Director,
- Travel locally between site locations and to designated meeting destinations,
- Participate in occasional evening and weekend meetings and events, and occasional overnight travel for administrative retreats, professional development conferences and other work related events as identified by the Executive Director and administrative team,
- Be accessible to site and administrative staff during identified school operation hours, when not on campus,
- Accurately perform detailed work as well as review the work activities of other staff; provide feedback to staff in a constructive and positive manner,
- Demonstrate reading, writing, language, arithmetic and social skills as required to complete assigned duties and responsibilities,
- Speak clearly, hear and understand verbal communications; and carry out verbal and written instructions,
- Work indoors and sit at a desk; view a computer screen and utilize keyboards for extended periods of time,
- Use general office equipment such as copiers, fax machines, binding equipment, laminator, etc. for intermittent periods of time,
- Sit and stand for extended periods of time; move about the campus at regular intervals throughout the day.
- Observe the environment and make record of such observations for the greater good of the School's operations and administration.
- Safely lift and move up to 30 lbs on occasion; safely carry and/or lift above head and shoulders up to 10 lbs.,
- Reach above head, crouch, sit and stand as needed to perform general office maintenance functions and duties,
- Physically interact in an office, classroom and playground setting,
- Work with and communicate clearly and effectively with students, staff and families of the School.
- Organize and coordinate schedules, analyze and interpret data, communicate with the public, plan, organize and prioritize work assignments, problem solve, create written communications, accurately complete tasks as assigned,
- Work in a fast paced environment, with competing deadlines, and rigorous mental work demands,
- Display discretion, good judgment, initiative, and ability to work independently as well as supervise others,
- Maintain confidentiality and understand the definition of "need-to-know parties" regarding all matters that the staff person may handle or be exposed to.

**WORK SCHEDULE – Level II (Positive Reporting):**
This position is full-time, school-year: 8 hours per day, Monday through Friday, 210 day work assignment to include 185 instructional work days as designated on the school calendar, plus additional days of service to both the employee's home campus and the network,, be determined by the principal, and/or Executive Director or designee – service days to be completed between July 1 through June 30 of the applicable fiscal year.

Specific daily work hours shall be established by the principal as reviewed and approved by the Executive Director but within regular business hours of 7:00 am to 6:00 pm daily.

By virtue of the administrative nature of this position and the required education and training of the employee, the Dean of Students is considered an exempt employee position. As such, this position is not eligible for overtime or compensatory time.

Full-time, positive reporting staff are eligible for benefits to include: Group health premium allowance, paid sick leave allowance, access to 125 cafeteria plan and other optional premium products.

# Appendix O5

## Job Description – AP Manager

California Montessori Project

# Job Description: Accounts Payable Manager-Central Operations

*The staff of CMP believes in honoring the dignity of all human beings. Because of that belief we do not discriminate in our hiring or enrollment practices on the basis of race, color, ethnic or national origin, gender orientation, religion, age, disability, and marital or family status.*

**JOB TITLE:** Accounts Payable Manager
**CLASSIFICATION:** Administrative Exempt
**SITE LOCATION:** Central Administrative Operations Office
**REPORTS TO:** Executive Director
**SUPERVISES:** None. May occasionally oversee projects of and solicit assistance from other administrative support staff.
**WORK SCHEDULE:** Full-time, year round, 250 days per year – July 1 through June 30
**TRAVEL REQUIREMENTS:** Minimal local travel

**NATURE AND SCOPE OF WORK:**
The Accounts Payable (AP) Manager maintains a high degree of responsibility relative to the management and coordination of all activities required to ensure an efficient and accurate accounts payable system for the entire CMP network. This position requires knowledge of fund and/or public school accounting procedures, and is characterized by an increased complexity of duties, as well as the ability to regularly exercising a high level of sound independent judgment and discretion.

An effective AP Manager is an essential partner within the Central Administrative Network. The AP Manager works with each school site to assure accurate and efficient processing of financial tasks and responsibilities. Tasks which differentiate the AP Manager position from a regular Bookkeeper position include developing and recommending policy and procedure relative to the organization's financial processing systems; and providing administrative oversight for the successful implementation of financial processes and protocol at the site level. The AP Manager may commonly act on behalf of the Executive Director and/or Site Administrator in electronically approving purchase orders and/or rejecting purchase requests that are not in alignment with organizational budgetary goals.

The AP Manager routinely works with limited to no supervision implementing complex duties and responsibilities attributed to the financial unit of the educational network. The AP Manger plans, schedules, and directs the work of the accounts payable unit. This may include supervisory oversight of administrative support staff and/or cross-training of administrative team members. The AP Manager may represent the Executive Director in communications with outside vendors/service providers. As such, a high level of interpersonal aptitude is required.

Like other administrative staff, the Accounts Payable Manager must possess exemplary written and oral communication skills, professional office skills, and enjoy working in a fast paced, family-style environment. (S)he must be able to project a professional image through in-person, written and verbal interactions. This position requires a high level of independence, self directedness, and an ability to plan, organize and prioritize work load, projects and deadlines from multiple sources. Above all, the Accounts Payable Manager must understand and possess the ability to maintain a strict oath of confidentiality with regard to any/all matters that the staff person may handle or be exposed to.

CMP serves children and their families. Our staff must enjoy public interaction with all ages and backgrounds and must maintain a positive, professional, solution-oriented persona. Employees must demonstrate proficiency in Microsoft Word, Outlook and Excel. Background in Quickbooks, Acrobat,

Pagemaker, etc. is a plus. Previous school office experience is preferred. Qualifications for this position will include both personal and professional attributes as outlined below.

## QUALIFICATIONS:

**A. Personal Disposition: Employee shall possess**

- A warm and friendly personality,
- Sensitivity to the feelings and needs of others,
- An ability to relate to and interact well with staff, visitors, and the general public,
- Flexibility, resourcefulness, and a positive, team oriented mindset,
- An ability to work well with staff and provide meaningful contributions as a member of a team,
- Willingness and ability to fulfill the responsibilities and essential functions of the position in accordance with the school's policies and educational philosophy.

**B. Professional Skills: Employee shall**

- Possess a minimum of a high school diploma to include a combined level of education and experience to successfully complete the duties of the specified work assignment; a combination of over three years of directly related training and/or experience in finance and/or school accounting is typically required for carrying out the responsibilities for this job,
- Understanding of and ability to implement internal controls and risk management,
- Maintain familiarity with trends in school finance, be able to interpret, explain and apply policies and procedures and pertinent federal, state, and local laws, codes and regulations applicable to school financial practices,
- Possess excellent communication, organization, customer service, and interpersonal skills,
- Be familiar with and able to use a variety of office equipment such as fax machines, photocopiers, scanners, conferencing and telephone systems,
- Be familiar with and able to use various computer hardware and software programs and equipment to include Microsoft Outlook, Microsoft Office Suite (Word, Excel, Pagemaker, etc), APTA, AERIES, Quicken/Quick Books, and any other programs routinely used in the day to day operations of the school,
- Maintain a high level of confidentiality, accuracy and attention to detail,
- Be familiar with standard office procedures and have the ability to set up and maintain efficient office and record keeping systems,
- Maintain a pleasant telephone voice and professional manner in all interactions.

## JOB FUNCTIONS AND DUTIES:

Areas of responsibility include tasks attributable to both California Montessori Project and Montessori Project Foundation, as well as both CMP network and site-specific financial administration. Regular duties include, but are not limited to, the following:

- Assist administrative assistants as may occasionally be needed with the management of office operations, to include welcoming guests and visitors, screening and routing incoming telephone calls to the appropriate staff member, assisting with basic office orientation to new staff, and assisting with the maintenance of the overall office environment;
- Process central administrative staff and departmental expenditure requests and reimbursements, to include Technology unit and Special Education unit; Verify patty cash receipts and balance as needed, Receive, verify, organize, and process detailed records of business transactions to support payments made to vendors and contractors;
- Oversee processing of accounts payables and provide general AP systems management through the School's APTA system to include set-up of new vendors, processing and verification of

vendor W-9 forms, payment of invoices, allocation of expenditures using SACS coding system, facilitation of annual year-end closing procedures and beginning of year set-up;

- Prepare and maintain oversight and control of accounting records involving a variety of transactions and accounts; and verify journal entries including month-end and year-end entries;
- Maintain accurate and detailed accounts payable record keeping, maintain both hard copy and electronic filing systems for the financial unit of the organization;
- Prepare forms, documents, compose correspondence, create and maintain spreadsheets, manage databases, and create presentations, training materials, reports, and other printed materials as may be related to the responsibilities of the Accounts Payable Manager using appropriate desktop publishing software, digital graphics, and associated tools and equipment;
- Prepare applicable financial-related reports and file with appropriate agencies, to include quarterly Use Tax filing with State Board of Equalization;
- Respond to and assist with AP related staff requests and extend support as may be requested;
- Serve as the Executive Director's liaison to third party vendors and service providers;
- Facilitate purchasing and supply requisitions for central office and network events;
- Develop and recommend policy and procedure to govern the payment of the organization's expenses and expenditures to the advantage of the organization in terms of cash flow and discounts;
- Establishes policies and procedures to improve the efficiency of the accounts payable department;
- Interpret organization policy to administrators and employees and enforce organization policy and practices relative to accounts payable activity;
- Manage investigations of potential discrepancies in amounts due for goods and services purchased;
- Develop and implement methods and procedures for monitoring work activities, such as preparation of expenditure records, cross-check practices, account balancing protocols, etc.;
- Prepare reports and intermittently inform Executive Director and Principals of current payables and ordering status, especially long-outstanding items or items/amounts that appear out of the ordinary;
- Analyze central administration expenditures and recommend potential budget needs and/or reductions;
- Determine optimum amounts of credit and cash-on-hand to be maintained, and recommend amount of working capital necessary to finance accounts payable;
- Process deposits and payments issued through local accounts, reconcile and balance local accounts, maintain records of financial transactions for the organization; (Both CMP and MPF)
- Prepare and send quarterly accounting reports to the campuses for MPF funds;
- Respond to auditing requests and facilitate the completion of the financial portion of the School's annual audit; (includes CMP general funds, local accounts, and campus accounts for both CMP and MPF)
- Train staff in accounts payable processes and systems, observe and report on frequently mis-understood processes via one-on-one trainings and group staff training opportunities;
- Collect and review monthly bank statements and reconcilements for campus local accounts to include Club Montessori and Campus Advisory Council funds; collect and review monthly Club Montessori receivables reports with copies of checks;
- Maintain accurate record-keeping and regular reporting on the application for and payment of staff professional development funds;
- Attend meetings and trainings as designated by Executive Director, stay current on changes and updates in APTA system procedures, notify staff of pertinent changes as required for successful implementation;

- Work with and collaboratively support other central administration departmental staff as called upon;
- Be familiar with and assist in the successful implementation of designated emergency response systems and protocols, both internally and in conjunction with school sites, as may be needed;
- Other duties as reasonably assigned to this position.

**ESSENTIAL FUNCTIONS:**

Employees shall possess the ability to:

- Complete and maintain a clear criminal background check (Livescan) and clear tuberculosis screening,
- Be prompt and present as scheduled each day during normal business hours,
- Travel locally between school sites and/or to complete tasks and errands directly related to this position as assigned,
- Accurately perform detailed accounting work as well as review the work activities of other staff; provide feedback to staff in a constructive and positive manner,
- Demonstrate reading, writing, language, arithmetic and social skills as required to complete assigned duties and responsibilities,
- Speak clearly, hear and understand verbal communications; and carry out verbal and written instructions,
- Answer telephones, read emails, and assist staff and guests with inquiries and requests; accurately take messages and relay information to the Executive Director and other employees,
- Walk up and down stairs on a frequent basis each day,
- Work indoors and sit at a desk for extended periods of time,
- View a computer screen and utilize keyboards for extended periods of time,
- Use general office equipment such as copiers, fax machines, binding equipment, laminator, etc. for intermittent periods of time,
- Stand for intermittent periods for such duties as copying, filing, etc.,
- Safely lift and move up to 30 lbs on occasion; safely carry and/or lift above head and shoulders up to 10 lbs.,
- Reach above head, crouch, sit and stand as needed to perform general office maintenance functions and duties,
- Physically interact in an office setting,
- Organize and coordinate schedules, analyze and interpret data, communicate with the public, plan, organize and prioritize work assignments, problem solve, create written communications, accurately complete tasks as assigned,
- Work in a fast paced environment, with competing deadlines, and rigorous mental work demands,
- Display discretion, good judgment, initiative, and ability to work independently with limited supervision,
- Maintain confidentiality and understand the definition of "need-to-know parties" regarding all matters that the staff person may handle or be exposed to.

**Work Schedule:**

This position is full-time, year round: 8 hours per day, Monday through Friday, 250 days per year with specific hours to be determined by site supervisor but within regular business hours of 7:00 am to 6:00 pm daily.

Full-time, year round classified staff are eligible for benefits to include: Group health premium allowance, paid vacation and sick leave allowance, paid holidays, access to 125 cafeteria plan and other optional premium products.

# Appendix O6

## Job Description - Executive Assistant

California Montessori Project

# Job Description: Executive Assistant-Central Operations

*The staff of CMP believes in honoring the dignity of all human beings. Because of that belief we do not discriminate in our hiring or enrollment practices on the basis of race, color, ethnic or national origin, gender/orientation, religion, age, disability, and marital or family status.*

**JOB TITLE:** Executive Assistant to the Executive Director
**CLASSIFICATION:** Administrative Exempt
**SITE LOCATION:** Central Administrative Operations Office
**REPORTS TO:** Executive Director
**SUPERVISES:** None. May occasionally oversee projects of and solicit assistance from other administrative support staff.
**WORK SCHEDULE:** Full-time, year round, 250 days per year – July 1 through June 30
**TRAVEL REQUIREMENTS:** Occasional local travel between CMP school sites and designated attendance at meetings, workshops, and conferences.

**NATURE AND SCOPE OF WORK:**
The Executive Assistant to the Executive Director carries a high level of responsibility and is often commissioned to interpret policy and make administrative decisions in the absence of and/or on behalf of the Executive Director. The Executive Assistant position is distinguished from a regular Administrative Assistant position, in that the Executive Assistant must regularly use discretion and work with limited to no supervision in implementing complex duties and responsibilities attributed to the administrative and operational management of the educational network, as may be connected to the Office of the Executive Director.

An effective Executive Assistant is an essential partner with the Executive Director, able to foresee professional support and expectations of the Executive Director's own tasks and responsibilities and to attend to those tasks in an efficient and expedient manner. Tasks which are differentiated from other types of administrative support positions and may be associated with executive level support include fielding communications to the Executive Director from incoming parties to include telephone, correspondence and email contacts; creating complex presentations, reports and documents on behalf of the Office of the Executive Director; collecting and evaluating data; presenting ideas, reports and outcomes to stakeholder and leadership groups, etc.

The Executive Assistant to the Executive Director is an integral partner in matters of significant importance to the organization to include charter authorization, school accreditation, Proposition 55, Proposition 39, facilities negotiations, CDE reports including PENSEC reporting (Pupil Estimates for New or Significantly Expanding Charters), district MOU's, grant/funding opportunities, etc. The Executive Assistant may engage in a variety of public relations tasks and may represent the Executive Director at both internal and external meetings, events and hearings with such groups as CMP's administrative leadership team, district sponsors, partner organizations, and outside vendors/service providers. As such, a high level of interpersonal aptitude is required.

Like other administrative staff, Executive Assistants must possess exemplary written and oral communication skills, professional office skills, and enjoy working in a fast paced, family-style environment. They must be able to project a professional image through in-person, written and verbal interactions. This position requires a high level of independence, self directedness, and an ability to plan,

organize and prioritize work load, projects and deadlines from multiple sources. Above all, Executive Assistants must understand and possess the ability to maintain a strict oath of confidentiality with regard to any/all matters that the staff person may handle or be exposed to.

CMP serves children and their families. Our staff must enjoy public interaction with all ages and backgrounds and must maintain a positive, professional, solution-oriented persona. Employees must demonstrate proficiency in Microsoft Word, Outlook and Excel. Background in Quickbooks, Acrobat, Pagemaker, etc. is a plus. Previous school office experience is preferred. Qualifications for this position will include both personal and professional attributes as outlined below.

## QUALIFICATIONS:

**A. Personal Disposition: Employee shall possess**

- A warm and friendly personality,
- Sensitivity to the feelings and needs of others,
- An ability to relate to and interact well with staff, visitors, and the general public,
- Flexibility, resourcefulness, and a positive, team oriented mindset,
- An ability to work well with staff and provide meaningful contributions as a member of a team,
- Willingness and ability to fulfill the responsibilities and essential functions of the position in accordance with the school's policies and educational philosophy.

**B. Professional Skills: Employee shall**

- Possess a minimum of a high school diploma to include a combined level of education and experience to successfully complete the duties of the specified work assignment,
- Maintain familiarity with trends in charter education, industry news, and legal alerts from applicable organizations such as the California Department of Education, Charter School Development Council, California Charter Schools Association, county offices of education, authorizing school districts, and school legal counsel,
- Possess excellent communication, organization, customer service, and interpersonal skills,
- Be familiar with and able to use a variety of office equipment such as fax machines, photocopiers, scanners, conferencing and telephone systems,
- Be familiar with and able to use various computer hardware and software programs and equipment to include Microsoft Outlook, Microsoft Office Suite (Word, Excel, Pagemaker, etc), APTA, AERIES, Quicken/Quick Books, and any other programs routinely used in the day to day operations of the school,
- Maintain a high level of confidentiality, accuracy and attention to detail,
- Be familiar with standard office procedures and have the ability to set up and maintain efficient office and record keeping systems,
- Maintain a pleasant telephone voice and professional manner in all interactions.

## JOB FUNCTIONS AND DUTIES:

Responsibilities of this position include, but are not limited to, the following:

- Assist with the management of office operations, to include welcoming guests and visitors, fielding incoming telephone inquiries, providing basic office orientation to new staff, assisting with the maintenance of the overall office environment;
- Maintain Executive Director record keeping, maintain both hard copy and electronic filing systems for the Office of the Executive Director;
- Prepare documents, compose correspondence, create and maintain spreadsheets, manage databases, and create presentations, training materials, reports, and other printed materials as may

be related to the responsibilities of the Office of the Executive Director using appropriate desktop publishing software, digital graphics, and associated tools and equipment;
- Respond to and assist with general campus/staff requests and extend support to staff, families, community and business partners as may be requested;
- Serve as the Executive Director's liaison to campus staff and principals, district sponsors, and partner organizations;
- Assist in planning and executing special events, office and network activities;
- Manage annual inventory record keeping and maintenance of inventory systems for all school and network capital equipment and materials;
- Stay abreast of and attend meetings and trainings as designated by Executive Director;
- Work with and collaboratively support other central administration departmental staff with administrative projects and assigned duties as called upon;
- Be familiar with and assist in the successful implementation of designated emergency response systems and protocols, both internally and in conjunction with school sites, as may be needed;
- Other duties as reasonably assigned to this position.

The Executive Assistant to the Executive Director shall also commonly serve as the secretary to CMP's Governing Board. Duties shall include a variety of administrative and management tasks and may also include autonomous work on behalf of the Board, separate and independent of the oversight of Office of the Executive Director. As Governing Board Secretary, employee shall have a thorough understanding of the Brown Act and the ability to work collaboratively with both the Executive Director and Board Members to complete specialized administrative tasks with little or no supervision, to include:

- Governing Board meeting preparation:
  - preparation of meeting packets and materials,
  - meeting logistics,
  - calendar management,
  - preparation and maintenance of meeting agendas and minutes,
  - assist with action items and meeting follow-up as requested;
  - Record motions of the Board and voting outcomes;
- Maintenance of Governing Board Bylaws and Board document storage;
- Facilitation of Board elections and certification of election results;
- Oversight of the administrative due process connected with Attendance and Behavior matters which may come before the Board;
- Facilitation of annual completion of Form 700/Conflict of Interest reporting process;
- Assistance with other matters or projects as may be requested by the Board.

**ESSENTIAL FUNCTIONS:**
Employees shall possess the ability to:

- Complete and maintain a clear criminal background check (Livescan) and clear tuberculosis screening.
- Be prompt and present as scheduled each day during normal business hours,
- Travel locally between school sites and/or to complete meetings and project work as assigned,
- Demonstrate reading, writing, language, arithmetic and social skills as required to complete assigned duties and responsibilities,
- Speak clearly, hear and understand verbal communications; and carry out verbal and written instructions,

- Answer telephones, read emails, and assist staff and guests with inquiries and requests; accurately take messages and relay information to the Executive Director and other employees,
- Walk up and down stairs on a frequent basis each day,
- Work indoors and sit at a desk for extended periods of time,
- View a computer screen and utilize keyboards for extended periods of time,
- Use general office equipment such as copiers, fax machines, binding equipment, laminator, etc. for intermittent periods of time,
- Stand for intermittent periods for such duties as copying, filing, etc.,
- Safely lift and move up to 30 lbs on occasion; safely carry and/or lift above head and shoulders up to 10 lbs.,
- Reach above head, crouch, sit and stand as needed to perform general office maintenance functions and duties,
- Physically interact in an office, classroom and playground setting,
- Organize and coordinate schedules, analyze and interpret data, communicate with the public, plan, organize and prioritize work assignments, problem solve, create written communications, accurately complete tasks as assigned,
- Work in a fast paced environment, with competing deadlines, and rigorous mental work demands,
- Display discretion, good judgment, initiative, and ability to work independently with limited supervision,
- Maintain confidentiality and understand the definition of "need-to-know parties" regarding all matters that the staff person may handle or be exposed to.

**Work Schedule:**

This position is full-time, year round: 8 hours per day, Monday through Friday, 250 days per year with specific hours to be determined by site supervisor but within regular business hours of 7:00 am to 6:00 pm daily.

Full-time, year round classified staff are eligible for benefits to include: Group health premium allowance, paid vacation and sick leave allowance, paid holidays, access to 125 cafeteria plan and other optional premium products.

# Appendix O7

## Job Description - Admin Assistant

California Montessori Project

# Job Description: Administrative Assistant-Central Operations

*The staff of CMP believes in honoring the dignity of all human beings. Because of that belief we do not discriminate in our hiring or enrollment practices on the basis of race, color, ethnic or national origin, gender orientation, religion, age, disability, and marital or family status.*

**JOB TITLE:** Administrative Assistant – Central Operations
**CLASSIFICATION:** Classified Non-exempt
**SITE LOCATION**: Central Administrative Operations Office
**REPORTS TO:** Executive Director or Supervisory Designee
**SUPERVISES:** None
**WORK SCHEDULE:** Full-time, year round, 250 days per year – July 1 through June 30
**TRAVEL REQUIREMENTS:** Minimal local travel

**NATURE AND SCOPE OF WORK:**
Administrative Assistants are an integral part of an experienced team and are often the front line of contact with our school office personnel, our families, prospective families and the general public and are also responsible for the maintenance of the general office environment. They perform a variety of duties necessary to efficiently run an educational organization. They serve as information and communication managers for an office, plan and schedule meetings and appointments, organize and maintain records and data, manage projects, conduct research, and disseminate information using multiple network resources. They work with other Administrative Staff to provide a wide range of administrative support to a department, site office and/or Administrator. Duties may range from general clerical and receptionist duties to project based work, as well as increasingly complex administrative support to designated departments.

Administrative Assistants must possess exemplary written and oral communication skills, professional office skills, and enjoy working in a fast paced, family-style environment. They must be able to project a professional image through in-person, written and verbal interactions. This position requires a high level of independence, self directedness, and an ability to plan, organize and prioritize work load, projects and deadlines from multiple sources. Above all, Administrative Assistants must understand and possess the ability to maintain a strict oath of confidentiality with regard to any/all matters that the staff person may handle or be exposed to.

CMP serves children and their families. Our staff must enjoy public interaction with all ages and backgrounds and must maintain a positive, professional, solution-oriented persona. Employees must demonstrate proficiency in Microsoft Word, Outlook and Excel. Background in Quickbooks, Acrobat, Pagemaker, etc. is a plus. Previous school office experience is preferred. Qualifications for this position will include both personal and professional attributes as outlined below.

## QUALIFICATIONS:

**A. Personal Disposition: Employee shall possess**

- A warm and friendly personality,
- Sensitivity to the feelings and needs of others,
- An ability to relate to and interact well with staff, visitors, and the general public,
- Flexibility, resourcefulness, and a positive, team oriented mindset,
- An ability to work well with staff and provide meaningful contributions as a member of a team,
- Willingness and ability to fulfill the responsibilities and essential functions of the position in accordance with the school's policies and educational philosophy.

**B. Professional Skills: Employee shall**

- Possess a minimum of a high school diploma to include a combined level of education and experience to successfully complete the duties of the specified work assignment,
- Possess excellent communication, organization, customer service, and interpersonal skills,
- Be familiar with and able to use a variety of office equipment such as fax machines, photocopiers, scanners, conferencing and telephone systems,
- Be familiar with and able to use various computer hardware and software programs and equipment to include Microsoft Outlook, Microsoft Office Suite (Word, Excel, Pagemaker, etc), APTA, AERIES, Quicken/Quick Books, and any other programs routinely used in the day to day operations of the school,
- Maintain a high level of confidentiality, accuracy and attention to detail,
- Be familiar with standard office procedures and have the ability to set up and maintain efficient office and record keeping systems,
- Maintain a pleasant telephone voice and professional manner in all interactions.

## JOB FUNCTIONS AND DUTIES:

Responsibilities of this position will include, but are not limited to, the following:

- Greet and announce guests and visitors,
- Provide basic office orientation to new staff,
- Assist with meeting preparation; prepare and maintain agendas and minutes for administrative meetings; assist with meeting follow-up as requested,
- Answer telephone inquiries with the ability to provide basic school information to interested parties, respond to general campus/staff requests, take and deliver accurate messages, and screen/route incoming calls to the appropriate network staff member,
- Maintain central office calendar and Executive Director record keeping,
- Maintain both hard copy and electronic filing systems,
- Prepare documents, compose correspondence, create and maintain spreadsheets, manage databases, and create presentations, training materials, reports, flyers, certificates, badges and other printed materials using appropriate desktop publishing software, digital graphics, and associated tools and equipment,
- Provide data entry, copying, filing, and general support services for various departments,

- Place orders and handle shopping for office and meeting supplies; manage petty cash using established organization processes and protocols,
- Maintain office equipment and technologies to include routine service as well as trouble shooting support; schedule service providers as needed,
- Open, date stamp and distribute mail daily; discern identity of confidential documents and deliver directly to the appropriate staff member; assure prompt processing of all outgoing items; sign for and distribute UPS/Fed Ex packages and other deliveries,
- Respond to inquiries for information by sending appropriate material (school brochures, calendars, newsletters, etc) and maintain a supply of these materials at all times,
- Maintain the office environment in a clean and orderly manner; manage areas such as kitchen, supply, filing, or conference rooms,
- Serve as central office liaison to service/supply vendors as well as to campus staff and principals,
- Coordinate conference registrations and maintain record keeping of staff conference/workshop attendance, meeting and travel planning for administrative members of the network, maintain record keeping and renewal of employer-provided professional memberships,
- Assist in planning and executing special events, office and network activities,
- Attend meetings and trainings as designated by staff supervisor, site administrator or Executive Director,
- Work with and support other central administration departmental staff with administrative projects and assigned duties as called upon,
- Be familiar with and assist in the successful implementation of designated emergency response systems and protocols, both internally and in conjunction with school sites, as may be needed,
- Other duties as reasonably assigned to this position and/or a specific staff member under this job description.

**ESSENTIAL FUNCTIONS:**

Employees shall possess the ability to:

- Complete and maintain a clear criminal background check (Livescan) and clear tuberculosis screening.
- Be prompt and present as scheduled each day during normal business hours,
- Travel locally between school sites and/or to complete office errands as assigned,
- Demonstrate reading, writing, language, arithmetic and social skills as required to complete assigned duties and responsibilities,
- Speak clearly, hear and understand verbal communications; and carry out verbal and written instructions,
- Answer telephones, read emails, and assist staff and guests with inquiries and requests; accurately take messages and relay information to staff,
- Coordinate and maintain records for staff equipment, office keys, petty cash, etc.
- Walk up and down stairs on a frequent basis each day,
- Work indoors and sit at a desk for extended periods of time,
- View a computer screen and utilize keyboards for extended periods of time,

- Use general office equipment such as copiers, fax machines, binding equipment, laminator, etc. for intermittent periods of time,
- Stand for intermittent periods for such duties as copying, filing, etc.,
- Safely lift and move up to 30 lbs on occasion; safely carry and/or lift above head and shoulders up to 10 lbs.,
- Reach above head, crouch, sit and stand as needed to perform general office maintenance functions and duties,
- Physically interact in an office, classroom and playground setting,
- Organize and coordinate schedules, analyze and interpret data, communicate with the public, plan, organize and prioritize work assignments, problem solve, create written communications, accurately complete tasks as assigned,
- Work in a fast paced environment, with competing deadlines, and rigorous mental work demands,
- Display discretion, good judgment, initiative, and ability to work independently with limited supervision,
- Maintain confidentiality and understand the definition of "need-to-know parties" regarding all matters that the staff person may handle or be exposed to.

**Work Schedule:**

This position is full-time, year round: 8 hours per day, Monday through Friday, 250 days per year with specific hours to be determined by site supervisor but within regular business hours of 7:00 am to 6:00 pm daily.

Full-time, year round classified staff are eligible for benefits to include: Group health premium allowance, paid vacation and sick leave allowance, paid holidays, access to 125 cafeteria plan and other optional premium products.