



## **Summit Public School: Tahoma**

Charter Renewal  
Submitted to the Santa Clara County Office of Education  
October 8, 2015

For the term July 1, 2016 through June 30, 2021



October 8, 2015

Via Hand Delivery

Board of Education  
Santa Clara County Office of Education  
1290 Ridder Park Dr.  
San Jose, CA 95131

**RE: Application for Charter Renewal for Summit Public School: Tahoma**

Dear Members of the Board of Education:

As the Lead Petitioner for Summit Public School: Tahoma, I hereby submit a formal application to the Santa Clara County Board of Education ("County Board") for renewal of the SPS: Tahoma charter. We look forward to working with the County Board and County staff during the charter renewal process. Please do not hesitate to contact me at any time, should you have any questions or concerns.

Sincerely,

Diane Tavenner  
Lead Petitioner, Summit Public School: Tahoma  
455 5th Avenue  
Redwood City, CA 94063  
650-556-1110

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## MATRIX OF UPDATES

For your convenience, a matrix of the updates to this charter is provided below. A version of the charter with changes specifically identified has also been supplied electronically.

Formatting/ Organization	<ul style="list-style-type: none"> <li>• Updated Element Headers to align with updated Education Code</li> <li>• Removed reference to state Model Application which is no longer in use</li> </ul>
Authorizer	<ul style="list-style-type: none"> <li>• Updated to refer to the Santa Clara County Office of Education as the authorizer</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>• Updated to include progress of organization</li> <li>• Added information related to charter renewal and performance to-date of the school</li> </ul>
Leadership Team	<ul style="list-style-type: none"> <li>• Updated to reflect changes in staffing and leadership team</li> </ul>
Element A	<ul style="list-style-type: none"> <li>• Added further description of educational philosophy</li> <li>• Updated instructional times</li> <li>• Updated teaching methods to reflect learnings about differentiated instruction, workshop model, socratic seminars</li> <li>• Updated to address Common Core adoption</li> <li>• Updated graduation requirements to address learnings in appropriate graduation requirements. No change adversely impacts U/C eligibility</li> <li>• Added information about LCAP</li> <li>• Additional detail added to clarify supports for special populations</li> <li>• Updated Intersessions description to reflect current Expeditions model</li> </ul>
Element B	<ul style="list-style-type: none"> <li>• Updated to provide additional clarity on alignment between ESLRs and Common Core</li> <li>• Added table of outcomes that align with the eight state priorities</li> </ul>
Element C	<ul style="list-style-type: none"> <li>• Updated list of assessment tools to align with new state assessments and priorities and converted to table reflecting frequency of assessment and topics assessed</li> </ul>
Element D	<ul style="list-style-type: none"> <li>• Updated to reflect current board members</li> <li>• Updated to reflect commitment to parent and public participation</li> <li>• Added information to responsibilities of CEO and Executive Director</li> <li>• Added clarifying information to parent participation opportunities</li> </ul>
Element E	<ul style="list-style-type: none"> <li>• Added clarification on CLAD and special education credentials</li> <li>• Updated information about professional development to reflect advancements in how PD is provided</li> </ul>
Element F	<ul style="list-style-type: none"> <li>• Updated to reflect adoption of health and safety policies</li> </ul>

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Element H	<ul style="list-style-type: none"> <li>Updated and clarified to reflect improving processes for admissions, ensuring that the process is transparent, timely, and smooth and aligned with requirements of law</li> </ul>
Element I	<ul style="list-style-type: none"> <li>Updated to reflect the organization's success in audits</li> </ul>
Element J	<ul style="list-style-type: none"> <li>Updated to reflect Summit's commitment to restorative practices</li> </ul>
Element K	<ul style="list-style-type: none"> <li>Updated to reflect shift in certain responsibilities to professional Human Resources team</li> </ul>

## **CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS**

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

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

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

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

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## AFFIRMATIONS / ASSURANCES

As the authorized lead petitioner, I, Diane Tavenner, hereby certify that the information submitted in this application for a charter for the [renewal](#) of the California public charter school **Summit Public School: Tahoma** (“SPS: Tahoma”) located within the boundaries of the East Side Union High School District (“District”) is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, SPS: Tahoma will follow any and all other federal, state, and local laws and regulations that apply to SPS: Tahoma including but not limited to:

- SPS: Tahoma shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- SPS: Tahoma employees shall be employees of Summit Public Schools, a California nonprofit, public benefit corporation. Summit Public Schools shall operate SPS: Tahoma and shall be deemed the exclusive public school employer of the employees of SPS: Tahoma for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- SPS: Tahoma shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- SPS: Tahoma shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- SPS: Tahoma shall admit all students who wish to attend SPS: Tahoma, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process with preferences as required by Education Code Section 47605(d)(2). Except as provided in Education Code Section 47605(d)(2), admission to SPS: Tahoma shall not be determined according to the place of residence of the student or his or her parents within the State. In the case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the charter and shall not take action to impede the charter school from expanding enrollment to meet pupil demand as required by Education Code Section 47605(d)(2) [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- SPS: Tahoma shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- SPS: Tahoma shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

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- SPS: Tahoma shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- SPS: Tahoma shall ensure that teachers in SPS: Tahoma hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- SPS: Tahoma shall at all times maintain all necessary and appropriate insurance coverage.
- SPS: Tahoma shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves SPS: Tahoma without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. California Education Code Section 47605(d)(3)]
- SPS: Tahoma shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- SPS: Tahoma shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- SPS: Tahoma shall comply with any jurisdictional limitations to location of its facility. [Ref. California Education Code Section 47605 and 47605.1]
- SPS: Tahoma shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 48000 and 47612]
- SPS: Tahoma shall comply with all applicable portions of the No Child Left Behind Act.
- SPS: Tahoma shall comply with the Public Records Act.
- SPS: Tahoma shall comply with the Family Educational Rights and Privacy Act.
- SPS: Tahoma shall comply with the Ralph M. Brown Act.
- SPS: Tahoma shall meet or exceed the legally required minimum of school days [Ref. Title 5 California Code of Regulations Section 11960.].
- Should the charter renewal be granted, SPS: Tahoma will provide written notice of the approval and a copy of the charter to the appropriate agencies, which may include the California Department of Education and the State Board of Education.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for [the renewal of SPS: Tahoma](#) to be located in the boundaries of the District is true to the

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best of my knowledge and belief; I further understand that if awarded a charter, the school will comply with all assurances listed above.

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Diane Tavenner  
CEO, Summit Public Schools  
Petitioner for Summit Public School: Tahoma

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Date

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## INTRODUCTION

The East Side Union High School District (ESUHSD) is one of the largest 9-12 districts in the state. Serving over 24,000 students in 18 high schools over 180 square miles, the district's mission is to provide a safe and effective learning environment; to provide support for all students and families; to strive for continuous improvement; and to implement clear measurements of success.

In 2009, students, parents and community members from East Side approached Summit Public Schools to discuss the possibility of opening a Summit Model School in the area. Members of Summit Public Schools founded Summit Preparatory Charter High School ("SPCHS") and Everest Public High School ("EPHS") in Redwood City, CA. These nationally acclaimed schools focus on preparing a heterogeneous student population for success in four year college and to be contributing members of society. The Summit Model School is designed to provide high expectations and high support for every student through Personalized Learning Plans, rigorous academic classes, one-on-one mentoring and a small size to ensure that every student is known well. The East Side students, parents and community members believe that a Summit Model School would provide a complementary alternative to their current high school options.

Summit Public Schools admires and honors the work of the ESUSD, and seeks to contribute and collaborate to achieve the District's admirable mission by bringing the Summit Model to East Side. After extensive conversations with the parents and community members, assessment of the local demand and analysis of the collaborative relationship between our existing schools, Summit Public Schools [proposed opening Summit Public School: Tahoma, a replication of the highly successful Summit Preparatory Charter High School and Everest Public High School serving 9-12 grades. With the support and encouragement of hundreds of East Side parents, Summit Public Schools submitted a charter petition, which the Santa Clara County Office of Education approved in 2010.](#)

[This May, Summit Public School: Tahoma's first class of students graduated from high school. We are proud of what this very diverse founding class accomplished: in this class, every single student \(100%\) graduated eligible to attend any 4-year college or university. Moreover, every single \(100%\) Summit Tahoma graduate received acceptance to a 4-year college or university.](#)

In partnership with the Santa Clara County Office of Education, we are eager and excited to [continue to contribute to the Santa Clara County Office of Education's admirable goal of improving student equity and reducing access discrepancies to high quality education.](#)

### Charter Renewal

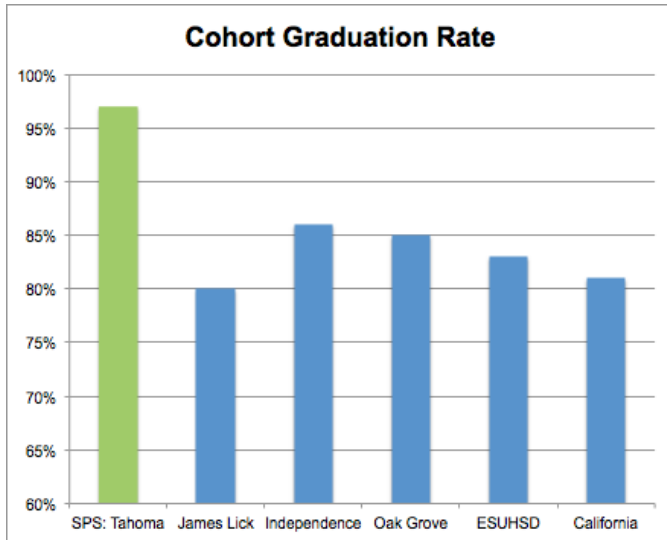
[In accordance with Education Code Section 47607\(a\)\(3\)\(A\), the Santa Clara County Office of Education \("County" or "SCCOE"\) shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal.](#)

[The Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607\(b\) which states that the academic performance of the charter school should be at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.](#)

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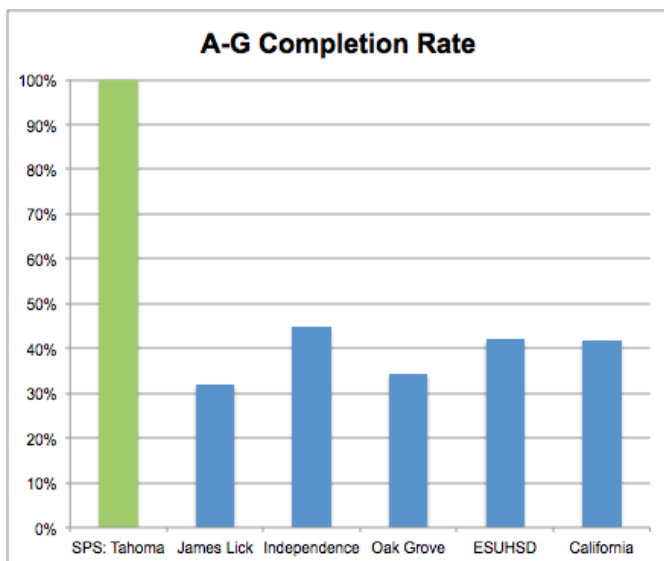
SPS: Tahoma submits that it has achieved this standard as evidenced by the following metrics which include outcomes at SPS: Tahoma; three schools that SPS: Tahoma students would have otherwise attended; ESUHSD averages; and California averages.

In 2014-15, SPS: Tahoma achieved a 97% cohort graduation rate. While 2014-15 data for other schools is not publicly available, this significantly exceeds the prior year state average and neighboring schools.



Source: Data for SPS: Tahoma is provided by Summit Public Schools (2014-15). Internal data for graduation rate sometimes differs from published data in DataQuest due to our inability to match transfers to enrollment at other sites. Data for all others was retrieved from the California Department of Education (2013-14).

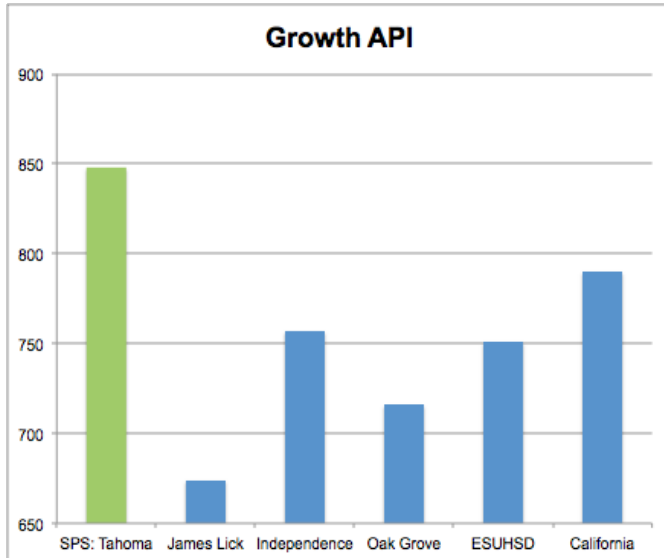
At SPS: Tahoma, 100% of graduates exceeded 4-year college entrance requirements, having completed a rigorous A-G course load.



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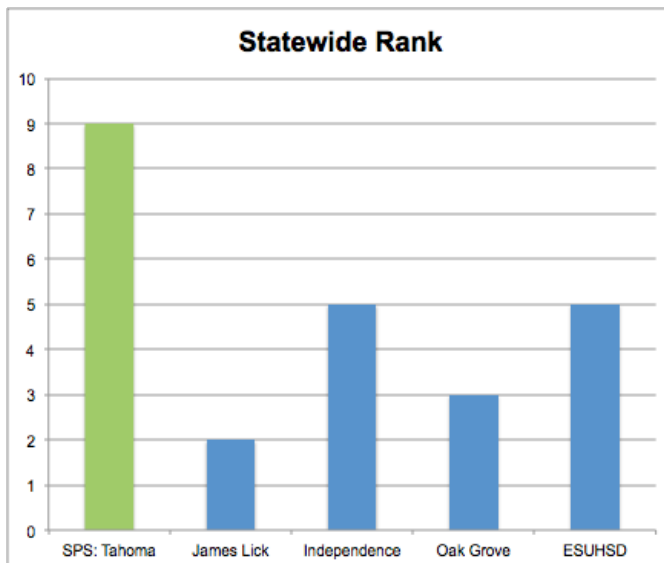
Source: Data for SPS: Tahoma is provided by Summit Public Schools (2014-15). Data for all others was retrieved from the California Department Education (2013-14).

SPS: Tahoma achieved a growth API of 848, which exceeded the state average and the scores at neighboring schools.



Source: California Department Education (2013)

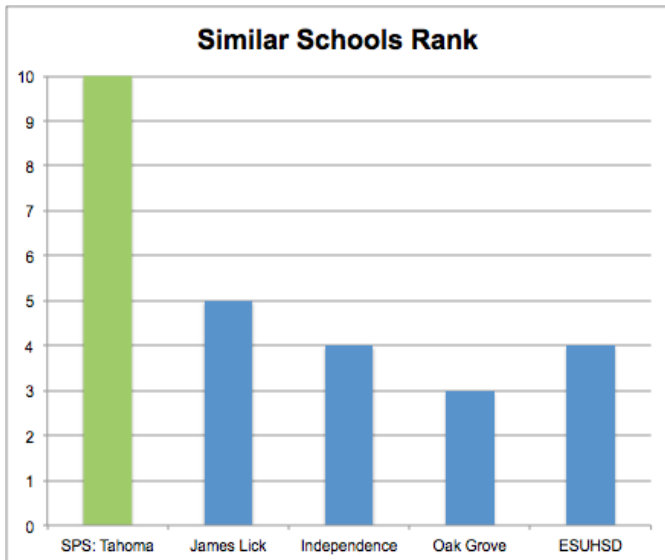
SPS: Tahoma had a statewide rank of 9, exceeding that of neighboring schools.



Source: California Department Education (2013). Statewide and similar schools ranks are assigned at the school level. The ESUHSD score is the average of the district's 11 traditional high schools.

SPS: Tahoma had a similar schools rank of 10, exceeding that of neighboring schools.

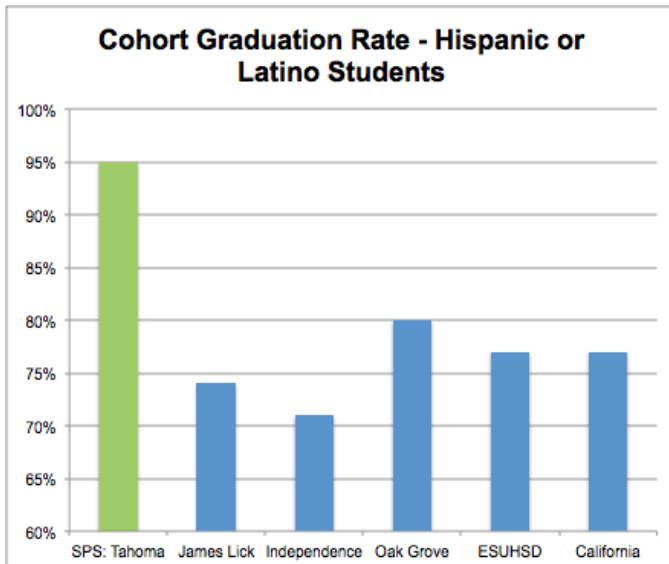
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Source: California Department Education (2013). Statewide and similar schools ranks are assigned at the school level. The ESUHSD score is the average of the district's 11 traditional high schools.

SPS: Tahoma looks forward to continuing to work with ESUHSD and SCCOE to ensure that all subgroups are served well. SPS: Tahoma is proud of the progress the school has made with traditionally underserved subgroups, such as Hispanic and Latino students, the largest subgroup at SPS: Tahoma.

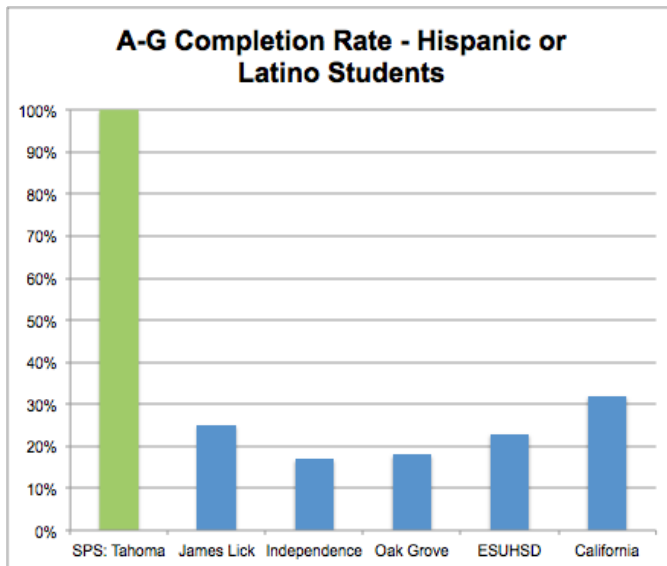
In the 2014-15 school year, SPS: Tahoma achieved a cohort graduation rate of 95% for Hispanic or Latino students, which significantly exceeds the state average of 77%, as well as neighboring schools.



Source: Data for SPS: Tahoma is provided by Summit Public Schools (2014-15). Data for all others was retrieved from the California Department Education (2013-14).

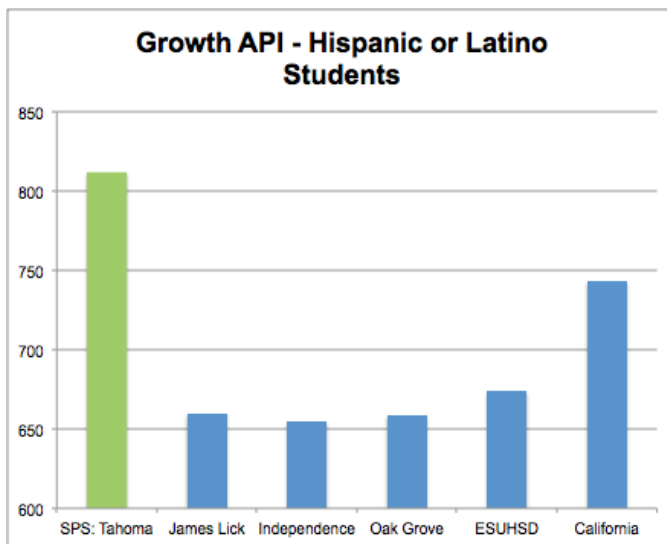
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100% of Hispanic or Latino graduates at SPS: Tahoma exceeded 4-year college entrance requirements, having completed a rigorous A-G course load. This is triple the state average for Hispanic or Latino students.



Source: Data for SPS: Tahoma is provided by Summit Public Schools (2014-15). Data for all others was retrieved from the California Department Education (2013-14).

SPS: Tahoma achieved a Growth API for Hispanic or Latino students of 812, which exceeded the state average as well as neighboring schools.



Source: California Department Education (2013)

**Additional Accomplishments:**

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- 100% of SPS: Tahoma's graduating senior class was accepted to at least one four-year college or university.
- SPS: Tahoma has maintained a high average daily attendance rate. This was 97% during the 2014-15 school year.
- 49% of SPS: Tahoma graduates have passed (3 or better) at least one AP exam, which is significantly higher than the statewide average of 27%.

As part of Summit Public Schools' Expeditions Program, all students engage in 8 weeks per year of intensive, relevant and meaningful electives or experiences in the arts, STEM, future planning, wellbeing, and leadership and society. Each year, about 25 SPS: Tahoma students complete an 8-week internship in fields including healthcare, education, fashion, and software engineering. For example, last year, three students had an internship at Facebook where they were in charge of and developed their own application for phones and computers. The app was designed to allow students to connect with each other on studying and learning different school concepts that they found challenging.



## LEADERSHIP TEAM

The [leadership team](#) of Summit Public School: Tahoma (“SPS: Tahoma”) is comprised of community leaders, educators and several founders of both SPCHS and EPHS. The group was brought together by their commitment to Summit Model Schools as an effective means for preparing all students for success in four year college and to be contributing members of society, and their interest in expanding this model of schooling to the East Side of San Jose. [Summit Public School: Tahoma is also supported by a robust back office with expertise in curriculum, instruction, assessment, special education, human resources, finance, facilities, technology, development, governance, and more.](#)

### **Chief Executive Officer, Summit Public Schools: Diane Tavenner**

Expertise: Curriculum, instruction, assessment, facilities, organization, governance, and administration

Education and Experience: Diane is Founder and CEO of Summit Public Schools (SPS), a leading charter management organization serving the Bay Area and Washington State. Summit currently operates nine schools serving 2,000 students. Employing a model that leverages technology, world-class teaching and a rigorous, college, career and life prep curriculum, Summit’s graduates are completing four-year college degrees at twice the national average. She founded Summit’s flagship school, Summit Preparatory Charter High School, in 2003, quickly earning the reputation as one of the best public high schools in the nation, according to national rankings by Newsweek and US News & World Report. Diane also serves as the Board Chair of the California Charter Schools Association (CCSA) Board of Directors and is a member of the Spring 2013 cohort of the Pahara-Aspen Education Fellowship. Prior to Summit, she spent ten years as a public school teacher, administrator and leader in traditional urban and suburban public schools throughout California. She holds a B.A. in Psychology and Sociology from the University of Southern California, a MA in Administration and Policy Analysis from Stanford University.

### **Chief Financial Officer, Summit Public Schools: Isabelle Parker**

Expertise: Finance, facilities, business management, organization and administration

Education and Experience: Isabelle joined Summit Prep in 2006 as its Chief Financial Officer and subsequently served on the founding team for the CMO, Everest Public High School and Summit Tahoma, Summit Tahoma, Summit Denali, Summit Shasta, and Summit K2. She brings public and private sector business and management experience combined with school operations knowledge to her position. Prior to Summit, Isabelle worked for EdTec, a back office service provider to California charter schools and the Riekes Center for Human Enhancement, a youth mentoring organization. She is a coach for Woodside Vaulters, a female youth equestrian / gymnastics team and serves as the Education Chair of the US Equestrian Federation Vaulting High Performance Committee. Isabelle holds an MBA from Kellogg School of Management at Northwestern University and a BA in Economics and Psychology from Claremont McKenna College.

### **Chief of Schools, Summit Public Schools: Andrew Goldin**

Expertise: Curriculum, instruction, business management, administration

Education and Experience: Andrew joined Summit in 2015 as the Chief of Schools. Prior to Summit, Andrew was a principal and then manager of principals at YES Prep Public Schools, a charter organization in Houston, Texas. He started his teaching career with the New York City Department of

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Education as a middle school Science teacher in the Bronx, NY. Andrew holds a BA in Linguistics from the University of Pennsylvania, a MEd in Elementary Education from the Bank Street College of Education and an MBA from the Harvard Business School.

**Chief Academic Officer, Summit Public Schools: Adam Carter**

Expertise: Curriculum, instruction, assessment, and administration

Education and Experience: Adam joined Summit Prep in 2003 as its founding English teacher. After two years, he spent the next six years living and working in Indonesia and Argentina, where he taught a variety of courses, including AP and IB, served on school-wide governance committees, and served as head of several departments. Adam also founded and directed the Innovative Schools Program through Yayasan Emmanuel, an NGO working in the greater Jakarta area that serves thousands of West Javan students and hundreds of teachers, and continues to grow. Adam returned to Summit in 2011 to lead the organization's Academic and Professional Development teams. Prior to Summit, Adam was a high school English teacher in Mountain View, where he won the California Association for Advancement in Education's Outstanding New Teacher Award.

**Executive Director, Summit Public School: Tahoma, Nicholas Kim**

Expertise: Instruction, systems, student motivation, management, administration

Education and Experience: Nicholas' formal education including attending public schools in southern California and obtaining an undergraduate degree in History and Education at UCLA. While at UCLA, Nicholas' coursework as an Education minor put him right into the field - working in after school programs and engaging deeply with the inequities of the American public education system. After UCLA, Nicholas worked at a small school in South-Central Los Angeles teaching Pre-Algebra and Algebra to 7th graders. The culmination of those experiences led to a Master's degree at Stanford University and five years of teaching high school History courses. After teaching for six years, Nicholas moved into the role of Executive Director of Summit Tahoma and has just started his third year in the position. In his 8 years working in public education, Nicholas developed a passion for engaging with students beyond their traditional classroom walls and pushing them to be their best.

**Assistant Director, Summit Public School: Tahoma, Jonathan Stewart**

Expertise: Curriculum, instruction, assessment, and administration

Education and Experience: Jonathan joined the Summit Team in 2015 as the Assistant Director for Summit Tahoma. Previously, he worked for PUC Schools in Los Angeles as the Director of Teacher Development, leading a partnership grant from the Bill and Melinda Gates Foundation. He was also a principal for PUC Nueva Esperanza Charter Academy. He was a teacher trainer in the Peace Corps in Namibia and has been an instructional coach in Oakland Unified and LAUSD. As a teacher, he received an award for Exemplary Work in the Education of Highly Able Students from Johns Hopkins University. Jonathan holds a B.A. in American Studies with a concentration in Education Policy and an M.A. in Education Leadership from U.C. Berkeley.

**Summit Public Schools Board Chairman: Robert J. Oster**

Expertise: Finance, business management, organization, governance and administration

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Education and Experience: A private venture investor since 1987, Mr. Oster has worked with both institutional and other private investors in all phases of venture investing. Prior to venture investing, he worked as a professional economist and in several high-level finance positions, the last being Vice President of Finance and Administration for Oracle Corporation, where he spearheaded Oracle's initial public offering. In addition to chairing the SPS Board, Mr. Oster is Vice-Chairman of the Board and Chairman of the Nominating Committee of the Board of Overseers of the Hoover Institution of Stanford University. He received his BA in economics with honors from Occidental College and an MA and PhD in economics from the University of California at Berkeley.

**Summit Public Schools Board Member: Steven Humphreys**

Expertise: Finance, business management, organization, governance and administration

Education and Experience: Mr. Humphreys has served as CEO or President of four high technology companies, some of which he grew from early-stage. Most recently he served as CEO of Kleer Semiconductor Corporation, growing its revenues more than 10 times in 18 months. He began his career at General Electric Company where he worked in a variety of manufacturing and information technology positions. In addition to serving on the board of Summit Public Schools, he is a trustee of the Portola Valley School District, Chairman of the Board of Organ-I AB and Organ-I, Inc., and a member of the Board of Directors of Identive Group, a publicly traded information security company. Mr. Humphreys received a BS from Yale University and an MS and MBA from Stanford University.

**Summit Public Schools Board Member: Blake Warner**

Expertise: Finance, business management, organization, governance, administration

Education and Experience: Mr. Warner is a Founder and Managing Partner of Silicon Valley Partners LLC, a firm that provides strategic merger and acquisition advisory services focused on the growth sectors of the digital economy. Prior to this, he spent ten years at Thomas Weisel Partners LLC, where he provided investment banking services for the software, media, and communications sectors. In addition to serving on the SPS Board, he is currently the Chairman of the Governance Council of Everest Public High School, providing oversight as well as helping set strategic goals and operational objectives. Mr. Warner received his BA from the University of California, Santa Barbara, and his MBA from the University of Southern California.

**Summit Public Schools Board Member: Robert O'Donnell**

Expertise: Finance, business management, organization, administration

Education and Experience: Mr. O'Donnell recently retired from Capital Research and Management Company where he was a Senior Vice President and Director. He served as an equity portfolio manager for this large mutual fund advisory firm. Mr. O'Donnell also serves as a Director of the Sequoia Hospital Foundation and is a member of the Gift Planning Committee of the San Francisco Symphony. Mr. O'Donnell is on the faculty of the Haas School of Business at Berkeley where he is a visiting lecturer. He is a recipient of the Chancellor's Award for outstanding service to UC Berkeley. Mr. O'Donnell received his bachelor's degree summa cum laude from the University of California, Berkeley where he also earned an MBA.

**Summit Public Schools Board Member: Meg Whitman**

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Expertise: Finance, business management, organization, governance, administration

Education and Experience: Ms. Whitman is one of the most highly regarded businesswomen in the United States; she has also been involved in state and national politics, most recently having run for the office of Governor of California. From 1998-2008, she served as CEO of eBay, growing the iconic Silicon Valley company from \$4 million to \$8 billion in revenues. Before eBay, she worked as a high level executive at several other well-known companies including Stride Rite, Hasbro, and the Walt Disney Company. She was inducted into the U.S. Business Hall of Fame in 2008 and more than once was named one of the "Top Five Most Powerful Women in Business" by Fortune Magazine. Ms. Whitman is currently the President and CEO of Hewlett-Packard, and a member of the Boards of Directors of Procter & Gamble, Teach for America, SIEPR and Zipcar. She received her BA from Princeton University and her MBA from Harvard Business School.

**Summit Public Schools Board Member: Andy Thompson**

Expertise: Finances, business management, organization, governance, administration

Education and Experience: Mr. Thompson is President, Chief Executive Officer and co-founder of Proteus Digital Health. He is a veteran of Silicon Valley bio-medical startups, formerly serving as President, Chief Executive Officer and co-founder of FemRx and Chief Financial Officer of CardioRhythm. As a consultant and venture capital investor he contributed to several successful healthcare companies including Cell Genesys, Cytotherapeutics, Northstar Neuroscience and QRx Pharmaceuticals. He holds an M.A. in engineering from Cambridge University and was a United Kingdom National Engineering Scholar from 1982 to 1985. He also holds an M.A. in education and an M.B.A. from Stanford University. Mr. Thompson was a founding board member and Foundation President of Summit Preparatory Charter High School.

**Summary of Background Critical to Charter School Success**

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Tavener	X	X	X		X		X	X	X
Parker				X	X	X	X		X
Goldin	X	X				X			X
Carter	X	X	X						X
Kim		X					X		X
Stewart	X	X	X						X

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Oster				X		X	X	X	X
Hump hreys				X		X	X	X	X
Warne r				X		X	X	X	X
O'Don nell				X		X	X	X	X
Whitm an				X		X	X	X	X
Thom pson				X		X	X	X	X

### History of Success

SPS: Tahoma’s educational program is aligned to the successful program of 8 other Summit Public Schools, all with the same mission. These schools are currently enrolling 2,400 students from grades 6 through 12. Twelve years ago, Summit’s first school, Summit Preparatory Charter High School, opened in Redwood City, California. Since then, the network has been providing an innovative, personalized education to all of its students and successfully adapting its program to meet the needs of each of the three new communities it has entered. Its accomplishments include:

- 100% of Summit graduates are eligible to apply to a four-year college.
- 99% of Summit graduates are accepted to at least one four-year college.
- Summit graduates on track to complete college within six years at double the national average.
- This past school year alone, our students were accepted into 1,030 colleges and universities across 38 states.
- As our students graduate college, they’re coming back to Summit! We now have Summit teachers and faculty who were Summit students.
- Summit schools attract a world class teaching faculty coming from the nation’s top teacher education programs, including Stanford, Harvard, Columbia, and UC Berkeley.
- Summit schools consistently rank amongst the best in the state of California and the nation, with our two flagship schools, Summit Prep and Everest, are named among US News & World Report's Best High Schools of 2015. They rank in the top 20 of all California high schools. These two Summit schools were also ranked among America's Most Challenging High Schools in 2015 by the Washington Post.

Summit schools have accomplished these successes with a student population that is incredibly diverse in terms of race, ethnicity, socioeconomic status, English Learner status, Special Education status, and incoming level of academic preparation, because we believe education is best delivered in that environment. Summit has been successfully serving a diverse student population--and particularly “at-risk” students--in multiple, different communities across the San Francisco Bay Area, including East San Jose.

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## **ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM**

*“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”*

*- California Education Code Section 47605(b)(5)(A)(i)*

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

*- California Education Code Section 47605(b)(5)(A)(ii)*

*“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.”*

*- California Education Code Section 47605(b)(5)(A)(iii)*

### **Mission Statement**

SPS: Tahoma’s mission is to prepare a heterogeneous student population for success in college and to be thoughtful, contributing members of society. The school aims to provide a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. To this end, SPS: Tahoma seeks to develop educators that are trained and skilled in best practices that enhance achievement for all students. The school aspires to serve as a model for high schools endeavoring to prepare all students for post secondary academic pursuits.

### **Educational Philosophy**

Our chief concern and primary driving question is “What’s best for students?” This question guides the decision-making process for our school leaders, teachers, parents, and all other stakeholders. It also fuels our success. Our core values reflect our commitment to answering this question every day and underscore our educational philosophy:

1. We believe that every child is capable of college and career readiness. We know that all students are capable of learning at a high level and we are committed to ensuring that students are not only accepted into a four-year college, but truly prepared for success in college, career and life.

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2. We hire high-performing teachers. We engage them as leaders and provide extensive professional development every year.
3. We develop relationships with and support every student. Our teachers and students know and respect one another, and every student receives consistent, relevant, and personalized support that is seamlessly integrated into the school day.
4. We believe change is a good thing. We embody a culture of innovation to drive continued success.
5. We value diversity. Regardless of race, neighborhood or prior academic experience, we believe every student is capable of high levels of academic and social achievement. Students benefit from a diverse school environment that mirrors our complex world, and deepens both academic and social learning.

### Students to be Served

SPS: Tahoma seeks to continue to serve a heterogeneous group of approximately 100 students per grade in grades 9 through 12 with a total school enrollment of 405 students. Due to the facilities move in 2015, we expect to reach full capacity in 2019-20.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
9	105	105	105	105	105
10	95	101	101	101	101
11	50	92	100	100	100
12	50	48	90	99	99
<b>Total</b>	<b>300</b>	<b>346</b>	<b>396</b>	<b>405</b>	<b>405</b>

This enrollment plan is subject to change at the discretion of the Summit Public Schools Board.

The students' primary interest should be preparing for acceptance to and success in college. The students' backgrounds should represent the heterogeneity found in the population of the East Side Union High School District ("District"), which draws its students from The East Side community with a population of over 434,000 that is rich in racial and cultural diversity. The demographic breakdown of the District's student population is as follows, and further details regarding the District can be found in Appendix A (Source: Dataquest 2014-15).

Hispanic or Latino of Any Race	52%
American Indian or Alaska Native, Not Hispanic	0%
Asian, Not Hispanic	29%
Pacific Islander, Not Hispanic	1%
Filipino, Not Hispanic	7%
African American, Not Hispanic	3%

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White, not Hispanic	6%
Two or More Races, Not Hispanic	2%
Not Reported	0%

## What it Means to be an Educated Person in the 21<sup>st</sup> Century

The 21st century educated person is one that thinks globally but acts locally. Students today must understand the opportunities and dilemmas that will arise continually from changes in the political, social, economic, and environmental conditions in this country, and in other countries around the world. As adults, these students will be responsible for making decisions that will affect our world in the 21st Century. Creating an environmentally stable economy in the United States and addressing the complex issues of the global economy will be two, among a myriad of, problems facing the next generation of leaders. Students at SPS: Tahoma will acquire the academic and practical foundation necessary to understand these issues, enabling them to make more informed decisions as adults.

The competitive nature of the 21st century global economy requires citizens in the United States to compete with others from around the world for employment opportunities, as greater numbers of businesses develop multi-national operations. Globalization of the economy demands that students possess a deeper understanding of other countries, their cultures, and their economies. New ways of engaging in international cooperation and competition will be a mandatory skill for students in the 21st century. This challenge will require an educational program that is far more interdisciplinary in nature than in the past.

In educating students for work and citizenship in the 21st century, SPS: Tahoma will foster the following habits of mind: intellectual curiosity; creative expression; moral reasoning; and empathy for others. SPS: Tahoma will expect its graduates to engage in a system of thinking that involves articulating ideas and making informed decisions by hypothesizing, connecting, analyzing, using evidence, and evaluating significance and perspective. SPS: Tahoma's educational program will create the conditions under which its students will become self-motivated, competent, and life-long learners.

## How Learning Best Occurs

SPS: Tahoma's believes that learning best occurs in an environment that is structured to support learning for each and every student. Drawing from the work of Linda Darling-Hammond, The School Redesign Network at Stanford University, the Coalition for Essential Schools and other respected educational research, SPS: Tahoma believes that learning best occurs in a school that successfully implements the following features:

- Common Focus
- High Standards and Performance-based Assessment
- Personalization
- Continuous Relationships
- Authentic Curriculum
- Adaptive Pedagogy
- Knowledgeable and Skilled Teachers
- Devoted faculty time to collaborate and develop professionally
- Family and Community Connections

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- Democratic Decision-making

For more discussion on teaching methods, please see “pedagogy” below.

## Program Design

SPS: Tahoma is a **site-based** program. Students are expected to attend school daily and follow a prescribed schedule (Appendix B – Proposed Bell Schedule and Appendix C –School Calendar). Core instruction will take place between **9:00 AM and 4:00 PM**. Additional support and learning opportunities will happen before **before 9:00AM and between 4:00 PM and 6:00 PM** and on weekends. **The school will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, 64,800 minutes of instruction to students in grades 9-12.** In addition to the full course load taught at the school site by SPS: Tahoma instructors, students will have the opportunity to engage in community college courses, distance learning on-line, community organization classes, and internships.

The environment will be **small and personalized**. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. SPS: Tahoma will provide these opportunities to its students and faculty through its small size (~405 students) and **low student to teacher ratio**. In addition, SPS: Tahoma will facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. We also will support interdisciplinary teams of teachers working at a particular grade level to make connections across the curriculum.

The program will be **untracked and college preparatory**. Graduates from SPS: Tahoma will exceed all academic entrance requirements for UC college admissions. SPS: Tahoma is a cohort model, which means that all students of the same grade level will take the same course in English, history, math and science each year. SPS: Tahoma’s target student population is extremely heterogeneous, thus the school will use a variety of supports and pedagogical strategies to ensure that all students can successfully access the curriculum.

The environment will be personalized via an **advisory program**. Each student will have one faculty member serve as his/her mentor for four years. The mentor will meet daily for ten minutes with the advisees and lead a weekly ninety minute Connections course that will support both a healthy, balanced, and productive high school experience while ensuring a successful transition to college. In addition, it will develop academic literacy skills.

The program will foster **self-discovery and goal setting**. SPS: Tahoma students will explore their values, ethics, interests, passions, talents, and visions for the future. They also will consider the contributions they would like to make in the world. Based on these in-depth analyses, students will develop more meaningful aspirations that will help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community. Understanding oneself and setting clear goals creates a natural motivation to learn, as well as a foundation for success, which will support students throughout their lives.

Each student will have a **Personalized Learning Plan (“PLP”)**. As part of the self-discovery and goal-setting process, mentors will work with students to identify what they need to study and learn to achieve their goals. The mentor and student, in collaboration with his or her parents, will develop a Personalized Learning Plan that reflects the student’s learning style, preparation, challenges, interests and his or her personal and professional aspirations. Our goal is to support students to work at their full potential,

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pursue their individual passions, and take personal responsibility for their own learning and success. Each year, students will participate, with their mentor and parents, in evaluating what they have learned and achieved in order to refine their goals and plans based on their educational experiences. This process will help them to begin the next cycle of self-exploration, goal setting, and planning. Increasing students' self-awareness and their participation and experience in setting goals and evaluating how well they are doing in reaching those goals are important skills that are essential for success in the 21<sup>st</sup> century workplace. Templates for the PLPs are included in Appendix E.

Each student will be guided through **college and career planning**. It is expected that a significant percentage of SPS: Tahoma's population will be first-generation college students and our program will assist them in building relevant skills and goals, while fully preparing every student for college entrance. Through classroom activities, small groups, and individual counseling, students will clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They will learn how to find information about colleges and choose a group that seems to match their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice. They will explore career options of interest to them, find out about the prerequisite knowledge and skills needed for particular careers, and develop job search and workplace skills.

Studies have shown that **emotional intelligence and life skills** (e.g., motivation, leadership, interpersonal skills) can be as important for success in today's workplace as academic qualifications (Daniel Goleman, *Emotional Intelligence*). The goals of the program are to improve social and professional relationships, to foster mutual cooperation among students and teachers in solving problems, to have students develop a stronger sense of belonging to the school and the community, to foster cross-cultural sensitivity among students and respect for life, and to develop a sense of self-empowerment in making healthy life choices. Specific life skills to be addressed in this program include: respect, responsibility, organization, cooperation, perseverance, friendship, integrity, initiative, flexibility, sense of humor, effort, common sense, problem solving, patience, curiosity, caring, time management, public speaking, financial literacy, resiliency and stress management, personal empowerment, leadership, communication, and self-confidence.

The faculty will consist of **highly performing teachers** who are **well supported**. Teachers will hold appropriate teaching certifications and be encouraged to pursue National Board for Professional Teaching Standards Certification within their first five years at SPS: Tahoma. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, SPS: Tahoma will ensure collaborative planning time for teachers to design interdisciplinary curricula, so that students will be able to make connections across the subjects, and thereby deepen their conceptual understanding of content.

There will be an emphasis on **culture and professional development**. The culture of the school will be that of a learning community in which each member works towards a set of individual goals, takes responsibility for the success of their own PLP (personal learning plan), and is nurtured by the community to reach their highest potential. Teachers, administrators, and staff will work with a professional mentor or coach to develop annual goals and to set up an evaluation process similar to the students' PLP. This process is highly motivating and supportive for teachers, and is likely to enhance retention, as teachers are respected, have access to a career path that continues to develop and mature over time, and have mechanisms through which they may address career issues in a supportive environment.

## Pedagogy (Teaching Methods)

SPS: Tahoma recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, SPS: Tahoma will employ a range of pedagogical strategies that are considered “best practices” in the field and supported by the most current educational research. This variety of instructional methods will provide opportunities for all students to learn academic content at high levels of conceptual understanding.

***Differentiated Instruction:*** Differentiated instruction generates multiple avenues for students to show what they know with various modes of assessment. Teachers will be trained to effectively develop and deliver curriculum to a heterogeneous group of students, such that each student is receiving the instruction most appropriate given his or her demonstrated needs and interests. SPS: Tahoma will employ many structures to help teachers differentiate their instruction, from the daily and weekly schedules, to the physical layout of space, to curriculum delivery and assessment methods. SPS: Tahoma’s skill- and project- based learning model allows teachers to assess their students’ progress on various skills and tailor their projects’ content to best meet each student’s zone of proximal development. Students will also be provided with multiple modes to acquire knowledge and skills, based on their prior preparation and learning style, including online resources, projects, coaching, and more. Other strategies that teachers will utilize to differentiate their instruction are project menus, varied pacing for content acquisition, multiple opportunities for revision, a host of formative feedback, pre-assessments to effectively personalize instruction, varied text selections, formalized scaffolding and intervention frameworks, and multi-modal curricular resources.

***Interdisciplinary Curriculum:*** To facilitate greater conceptual understanding and to make content more relevant, lessons, units and study trips will integrate the various core curricular areas whenever possible.

***Project-based instruction:*** Projects will link the curriculum content with students’ real world experiences, making learning more relevant and valuable to their lives outside of school. Research on project- and problem-based learning indicates the importance of connections between the classroom curriculum and the “world beyond the classroom. Students engaged in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.

***Workshop Model:*** Teachers at Summit use the workshop model to introduce new concepts, and provide additional support to students struggling with difficult ones. This approach is favored because it allows students to learn by doing, as the teacher explains and models the skill or concept and students subsequently engage in guided and then independent practice.

***Socratic Seminars:*** The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. SPS: Tahoma teachers will utilize Socratic seminars to help students develop communication and interpersonal skills and other important habits of success. These seminars will often be used as the structure during community time.

***Complex Instruction:*** Complex Instruction evolved from over 20 years of research at the Stanford School of Education. The goal of this instruction is to provide academic access and success for all students in heterogeneous classrooms by using multiple ability curricula and

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specific instructional strategies including the treatment of status problems to equalize group interactions.

A narrative description of the average daily experience of various SPS: Tahoma students is included in Appendix D – Narrative Description of a Typical Day for a Student.

## Curriculum

The curriculum at SPS: Tahoma will offer a foundation of academic content knowledge in six core content areas, and poise students to enter a college or university with the academic literacy and higher-order thinking skills required for post secondary education. The curriculum will be aligned with the California State Standards [as well as the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and Mathematics](#). All core courses will be approved by the University of California to meet the a-g requirements. All Advanced Placement Courses will be approved by the College Board. The focus of the curriculum will be rigor and relevance, with a dedication to meeting the needs of a heterogeneous student population.

Upon completion of SPS: Tahoma's graduation requirements, students will have exceeded the University of California's a-g subject requirements. Students and parents will be informed of how each course taken meets graduation and college entrance requirements and transfers to other public high school programs via the Student and Parent Handbook that will be provided each school year and upon new student enrollment and posted on the school website. A sample handbook is contained in Appendix AA.

**Core Academic Coursework:** Students will be required to demonstrate mastery of standards in six core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, language other than English, and visual and performing arts. SPS: Tahoma's core course requirements will exceed those of the University of California subject requirements.

**Advanced Placement Exams:** Students will be expected to prepare for and pass at least one AP exam. Preparation will include course work as well as some teacher directed independent study.

**Technology:** Students will develop technological proficiency in the areas of word processing, graphic design, spread sheets, slide presentation, and internet research within their core academic subjects and through their elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life.

**Approved Courses:** All courses offered at SPS: Tahoma in the six core subject areas will be approved to meet the school's graduation requirements. Additionally, students may seek administrative approval for online distance learning courses, community college courses or high school courses from other institutions to be accepted as meeting the school's graduation requirements. Outside courses will only be considered if they are college preparatory, comparable to the courses taught at SPS: Tahoma and taught by an accredited institution. Approval for such courses must be obtained from the Executive Director prior to the commencement of the course.

Revisions to the list of courses offered by the institution will be made based on a continual improvement process that involves analyzing student performance data and educational trends to

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determine how the curriculum can best meet the needs of the student population and align with the mission of the school. SPS: Tahoma intends to teach the following courses at this time. Each course listed is a one year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course. The course descriptions and curriculum will be modeled on the courses currently taught at SPCHS and EPHS and approved by the UC system. Sample course descriptions from each subject area are contained in Appendix E.

a - Social Science

- World History and Geography I
- World History and Geography II
- US History AP & Government and Politics AP I
- US History AP & Government and Politics AP II

b – English

- Literature and Personal Choice
- The Individual and Society
- English Language and Composition AP
- English Literature and Composition AP

c – Mathematics

- Geometry
- Advanced Algebra
- Trigonometry / Pre-Calculus
- Statistics AP
- Calculus AP

d – Laboratory Science

- Physics
- Chemistry
- Biology
- Environmental Science AP

e – Language other than English

- Spanish I
- Spanish II
- Spanish III
- Spanish IV
- Spanish Language AP
- Spanish Literature AP

f – Visual and Performing Arts

- Musical Theater I, II, III
- Art Survey I, II, III
- Instrumental Music
- Photography
- Film-making

**Graduation Requirements:** To be eligible for graduation from SPS: Tahoma, students must meet the following requirements:

- Complete the following number of approved year-long courses with a C- grade or better:
  - 4 History / Social Science
  - 4 English
  - 4 Mathematics
  - 4 Laboratory Science
  - 2 Language other than English
  - 1 Visual and Performing Art

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- Received credit for the following number of year-long courses or equivalent experiences:
  - o 3 Elective

Additionally, graduates will pursue the following outcomes:

- Complete with a C- or better the courses that are UC/CSU entrance requirements (a-g) for college admission, by demonstrating mastery in the skills and standards referenced in Appendix E.
- Apply to and be accepted for admission to at least one four year college or university

Graduation requirements may need to be modified over time. Such changes may be made on approval of the Summit Public Schools Board of Directors.

The Executive Director will have discretion to adjust the graduation requirements for a particular student when necessary and appropriate in order to align with that student's Individualized Education Program or other identified and documented needs. When a student transfers into the school after the first semester of 9th grade, the Executive Director will have discretion to determine how to allocate credit towards graduation based on the student's prior coursework and how to adjust the course sequence to ensure the student is UC-eligible if the full Summit graduation requirements cannot be completed.

## **Common Core Alignment**

Summit Public Schools is committed to ensuring that all students succeed in college, their careers, and in life, and embraces the Common Core's alignment to college and career expectations. Like the Common Core, Summit Public Schools emphasize cognitive skills and habits of success alongside content knowledge, in recognition of the communication, problem-solving, and critical thinking skills that students need to thrive in the workforce.

As a result, SPS has been a leader in the work of transitioning to the new standards and assessments, partnering with top educators and institutions from across the country to develop curricula and rubrics that align with the new standards and best equip students to be prepared for college. Every SPS teacher is trained on the implementation of Common Core using best practices and many are now training other teachers on the use of these resources.

## **Materials**

As outlined above, SPS has partnered with a number of leading educators and institutions across the country to identify the most effective and appropriate teaching materials for implementing its Common Core-aligned curriculum. A list of these partners appears in Appendix F. Recent course materials lists can be found in Appendix E, by course subject. Materials used may change year to year as they are updated regularly by Summit faculty based on efficacy and relevance.

## **Annual Goals and Actions in the State Priorities**

SPS: Tahoma will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element B for the schoolwide goals for relevant sub-groups and corresponding assessments. The Charter School will

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continue to produce a Local Control and Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## **Special Populations**

Summit Public Schools offer a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. The very design of Summit Public Schools allows every student to receive an education at their “just right” level: the place where projects and content are challenging enough to push their learning without being so difficult that they become frustrated. This design ensures that all students – including students with disabilities, students who are English Learners, students who are academically low-achieving, and students who are academically high-achieving – receive an education that is tailored to their individual needs.

## **Academically Low Achieving Students**

### **Overview**

The faculty of SPS: Tahoma will use regularly administered assessments, such as NWEA MAP, SBAC, CELDT and other externally and internally developed assessments, to identify students who may be academically low-achieving or at-risk at the beginning of the year and on regular cycles throughout the year. Summit’s goal is that all students graduate high school ready for college, so students who perform below grade level expectations on these assessments and/or students who are making insufficient progress to achieve grade level by the end of the school year will be targeted for additional support.

Educational research and best practices in pedagogy indicate that academically low-achieving and at-risk students benefit from learning experiences that are relevant to their lives, include multiple modes and measures, and have clear and high expectations combined with a supportive learning environment. Additionally, academically low achieving and at-risk students benefit greatly from placement in a heterogeneous classroom.

Academically low-achieving and at-risk students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum. SPS: Tahoma teachers are using the well-researched and documented pedagogical strategies of Complex Instruction and heterogeneous group work to support these students in the content standards based courses. The student, his/her parent and mentor determine what additional supports are needed and should be accessed through the Personalized Learning Plan. Additionally, online learning and assessment tools will be employed to ensure that students’ academic needs are quickly and accurately diagnosed, and that instruction is targeted to the zone of proximal development of each child. Thus, ensuring that students are progressing at their optimal learning pace, utilizing materials that are most appropriate for each student’s learning needs, and providing learning experiences that promote high engagement in the material are cornerstones of the academic program at SPS: Tahoma. During Personalized Learning Plan Meetings between the student, his/her parent or guardian, and his/her mentor, families are made aware of student supports available and a plan is created to best support the student. These supports can consist of daily tutoring by peers or adults, weekly office hours held by each teacher, subject specific workshops to re-teach previously

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learned concepts or material, and one-on-one and small group sessions with the teacher during the intersession. Each student's progress is regularly monitored by his/her mentor.

The following list provides examples of the methods by which SPS: Tahoma will [use to accelerate the growth](#) of its academically low achieving/at risk students. These services are available to all SPS: Tahoma students. Appendix G summarizes a comprehensive list of supports and services and related faculty expectations and supports in *A Summary of Typical Support Systems*. Appendix D includes a narrative description of a typical daily experience for an academically low achieving / at risk student.

### **Faculty Office Hours**

For six hours each week, the student's classroom teachers hold office hours between 3:15 and 5:15 pm. The teachers have a rotating schedule to ensure that every student can see all five of his/her classroom teachers at least 30 minutes per week, in a small group or individual session. Low-achieving and at-risk students are encouraged - and often commit via their Personalized Learning Plan - to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments.

### **Tutoring**

[On a daily basis, SPS students have the opportunity to access one-to-one support from their teachers as well as from peer tutors. They may seek individual support from teachers and/or peer tutors during time designated for working on their Personalized Learning Plans, or during Faculty Office Hours. Tutors provide support on current assignments and course work, and on remediation work to help develop missing skills and poor academic literacy.](#)

### **Expeditions**

[The Expeditions program partners with all Summit Public Schools to create environments that build student character and promote deep engagement in learning. Meeting with students for a total of 7-8 weeks spread evenly throughout the school year, Expeditions will be the glue that helps hold together various content classes by requiring students to apply their knowledge, experience real-world contexts, solve problems that require a multi-disciplinary mindset, and explore interests in arts, performances, and hands on activities. At the same time, academically low-achieving and at-risk students may take advantage of this time to work individually and in small groups with their course teachers to revisit course concepts and revise material that they were not able to master to standards during the regular semester.](#)

[Through our program modules, students gain skills—literacy, numeracy, problem solving, critical thinking, collaboration, creativity, persistence towards excellence, leadership, and active citizenship—to be successful in college and lifelong contributing members of society. With teaching character at the heart of everything we do, students will develop cognitive and non-cognitive skills while learning the content in areas such as Community Leadership, College & Career, Health & Wellbeing, Enrichment & Passion, Cultural Awareness & the Arts, and Community Leadership. Additional information can be found in Appendix J.](#)

### **Independent Learning**

During the regular semester, students have one daily period in which they complete their homework with the support of student study groups and an adult faculty member. [During this time, students may also](#)

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access adaptive supports to support development in literacy and numeracy, through tools such as Khan Academy and Reading Plus.

### **Faculty Discussions / Interventions / Individual Plans**

During bi-weekly faculty meetings, all grade level teachers meet and discuss individual low-achieving and at-risk students. The discussions focus on tracking progress, identifying areas of need and effective strategies for working with the individuals.

All grade level teachers meet with at-risk students and their parents when necessary throughout the semester in “intervention” meetings. The result of such meetings is a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, parents and teachers. [The student’s mentor monitors the plan to ensure that it is followed as well as student progress. Progress monitoring is individualized and may include monitoring the student’s Personalized Learning Plan progress, grades, standardized assessments, and teacher reports. The student’s mentor will continue to monitor progress even once the student has achieved his/her targets in order to ensure continued growth.](#) Appendix H includes a template used during the Intervention meetings.

### **Academically High-Achieving Students**

At SPS: Tahoma academically high-achieving students are those who perform at an Advanced level on California State Standards Exams and / or who consistently earn A grades in a majority of his/her courses.

Four of the core content areas offer at least one, if not two, Advanced Placement (AP) Courses. The differentiated curriculum regularly provides high achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments. Finally, SPS: Tahoma’s structure encourages high achieving students to concurrently enroll in community college courses for more advanced study. A narrative description of a typical daily experience for an Academically High-Achieving Student is included in Appendix D.

### **English Learners**

#### **Overview**

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

#### **Home Language Survey**

SPS: Tahoma will administer the home language survey upon a student’s initial enrollment into SPS: Tahoma (on enrollment forms).

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## **CELDT Testing**

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

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

## **Faculty Input**

Students are assigned to a faculty mentor at the beginning of the school year. These mentors spend a significant amount of time with each student and use this time to gain additional insight about each student. These insights can be used to inform identification of students who require an EL designation and appropriate support.

## **Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

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

## Strategies for English Language Learner Instruction and Intervention

The school will serve EL students at the school site through a sheltered English immersion program. Under this program, the EL student is enrolled in a regular class - [where they will be able to access the same core curriculum as other students in their grade level](#) - and receives supplementary instruction in order to learn English. Appendix D includes a narrative description of a typical daily experience for an EL student, and [Appendix I details strategies that may be used for EL instruction and intervention, specific materials and texts that may be used in support of these strategies, how the program will be monitored for effectiveness and how student progress will be monitored, EL professional development for teachers, and the role of the EL Coordinator.](#)

## Serving Students with Disabilities

### Overview

The following provisions summarize the manner in which the Charter School will serve its students with disabilities:

- It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA” or “IDEA”), Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities (“ADA”).
- The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
- The Charter School agrees to implement a Student Study Team Process, a regular education function which shall monitor and guide referrals for Section 504 and special education services.
- SPS: Tahoma has been deemed an LEA and a member of a Special Education Local Plan Area (“SELPA”) for provision of special education services pursuant to Education Code Section 47641(a). SPS: Tahoma shall seek the District [and County’s](#) support in the provision of data or information in SPS: Tahoma’s pursuit of or continuation of membership in a SELPA as an LEA. When the school is an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEIA and the costs thereof.
- If the Charter School does not have membership in a SELPA as an LEA, the Charter School shall be deemed a public school of the authorizer that granted the charter pursuant to Education Code Section 47641(b) and shall work jointly with the [SCCOE](#) to ensure full compliance with the IDEIA as further described below.

### Section 504 of the Rehabilitation Act

SPS: Tahoma recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SPS: Tahoma. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School. [All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the Americans with Disabilities Act.](#)

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility. Attached as Appendix L, please find the SPS: Tahoma 504 policy, Administrative Procedures and Parent Rights Form.

### **Services for Students under the IDEIA**

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SPS: Tahoma intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the applicable SELPA. As stated above, SPS: Tahoma holds SELPA membership as an LEA. Should that change, SPS: Tahoma shall become, by default, a public school of the authorizer, SCCOE, for purposes of Special Education purposes pursuant to Education Code Section 47641(b).

The following sections describe first the situation where SPS: Tahoma operates as a public school of the SCCOE for special education purposes pursuant to Education Code Section 47641(b); followed by a description of operation as an LEA for special education purposes.

### **Services for Students under the IDEIA if the School is a public school of the SCCOE**

*The following provisions are meant to summarize SPS: Tahoma Petitioner's understanding of the manner in which special education instruction and related services shall be provided by SPS: Tahoma and the SCCOE if at any point SPS: Tahoma exists as a public school of the authorizer for special education purposes pursuant to Education Code Section 47641(b). The following mirrors the typical "industry standard" arrangement between an authorizer and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the county. The language that follows is not meant to unilaterally bind the SCCOE, or to preclude alternative arrangements between the SCCOE and SPS: Tahoma as agreed upon in a Memorandum of Understanding ("MOU").*

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

SPS: Tahoma acknowledges the importance of cooperating with the County so that the County can provide special education services to Charter School students. SPS: Tahoma agrees to promptly respond to all County inquiries, to comply with reasonable County directives, and to allow the County access to Charter School students, staff, facilities, equipment and records as required to fulfill all County obligations under this Agreement or imposed by law. SPS: Tahoma believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification and implementation) shall be divided in a manner consistent with their allocation between the County and its school sites.

### Staffing

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

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

#### Notification and Coordination

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

SPS: Tahoma shall promptly notify the County of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

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

#### Identification and Referral

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

Upon the commencement of the Charter School's school year, all students may be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, the Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty may then convene the Student Study Team for that student.

Students possibly in need of special education may be initially identified from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general education program.

For students who are identified as possibly needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and the student's mentor and/or other appropriate faculty will be responsible for identifying the student's needs and developing a plan to enable

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that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they may recommend that student for a formal special education assessment. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

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

If a student enrolls at the Charter School with an existing IEP, the Charter School will notify its authorizer within 5 days of enrollment. An IEP meeting will be convened by the County within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the Charter School shall work with its authorizer and/or SELPA to implement the existing IEP at the Charter School or as otherwise agreed by the parent/guardian.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Charter School within 15 days of receipt of the written request and shall hold an IEP meeting within sixty days of parent's consent to the assessment plan to consider the results of any assessment. The Charter School will notify its authorizer of the assessment request within 5 days of receipt.

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

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

#### Assessments

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

#### IEP Meetings

In accordance with the role of the County and the County school sites, the County shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. SPS: Tahoma shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the County and Charter School: the Executive Director and/or

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SPS: Tahoma designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher (if Charter School employee as opposed to County employee); the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at SPS: Tahoma and/or about the student. It is SPS: Tahoma's understanding that the County shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

#### IEP Development

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

#### IEP Implementation

Pursuant to County policy and how the County operates special education at all other public schools in the County; the County shall be responsible for all school site implementation of the IEP. SPS: Tahoma shall assist the County in implementing IEPs, pursuant to County and SELPA policies in the same manner as any other school of the County. The County and Charter School will need to be jointly involved in all aspects of the special education program, with the County holding ultimate authority over implementation and supervision of services. As part of this responsibility, SPS: Tahoma shall provide the County and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for SPS: Tahoma's non-special education students, whichever is more. SPS: Tahoma shall also provide all home-school coordination and information exchange unless directed otherwise by the County. SPS: Tahoma shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations, unless directed otherwise by the County. SPS: Tahoma shall comply with any directive of the County as relates to the coordination of SPS: Tahoma and County for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the County of relevant circumstances and communications immediately and act according to County administrative authority.

#### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the County and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the County and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area

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of the County within the same academic year, the County and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the County agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the County and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the County conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the County, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Non-Public Placements/Non-Public Agencies

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

#### Non-discrimination

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

#### Parent/Guardian Concerns and Complaints

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

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

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

SPS: Tahoma and the County shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

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### Due Process Hearings

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

SPS: Tahoma understands that the County shall have sole discretion to settle any matter in mediation or due process. The County shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

### SELPA Representation

It is SPS: Tahoma's understanding that the County shall represent SPS: Tahoma at all SELPA meetings and report to SPS: Tahoma of SELPA activities in the same manner as is reported to all schools within the County.

### Funding

SPS: Tahoma understands that it will enter into a MOU with the County regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the County and SPS: Tahoma. SPS: Tahoma anticipates, **without binding the County to these terms** that based upon State and Federal law that the fiscal relationship could be summarized as follows:

#### *Retention of Special Education Funds by the County*

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

#### *Retention of ADA Funds by the County for Non-Public Placements*

The Parties acknowledge that the County may be required to pay for or provide Charter School students with placements at locations other than at SPS: Tahoma's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other County schools, in a County Office of Education program, in a non-public school, at home, or in a residential program. When such programs or services are provided at County expense, the County shall be entitled to receive from SPS: Tahoma the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at SPS: Tahoma site.

#### *Contribution to Encroachment*

SPS: Tahoma shall contribute its fair share to offset special education's encroachment upon the County's general fund. Accordingly, SPS: Tahoma shall pay to the County a pro-rata share of the County's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the County shall invoice SPS: Tahoma for SPS: Tahoma's pro-rata share of the County-wide Encroachment for that year as calculated by the total unfunded special education costs of the County (including those costs

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attributable to Charter School) divided by the total number of County ADA (including Charter School students), and multiplied by the total number of Charter School ADA. SPS: Tahoma ADA shall include all Charter School students, regardless of home district.

### Special Education Strategies

SPS: Tahoma is designed to meet the individual needs of each student and is well equipped to serve students with special needs effectively. The Charter School will offer a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

The Charter School will aim to provide special needs students with what they need in the least restrictive environment possible, following an "inclusion" model where most services are provided in class. To this end, the Charter School may utilize strategies such as co-teaching, collaboration between Special Education teachers and core subject teachers, push-ins, and small group work, when appropriate to meet the needs of each student. Pull out classes may also be utilized when students need extra support. All services will be provided in accordance with the student's IEP.

### Graduation and Competency

The Charter School will follow legal requirements and SELPA policies regarding graduation requirements for special education students. The Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the Charter School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and internal assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the level of individualized accommodations and modifications documented in the IEP.

### **Services for Students under the IDEIA when the School is an LEA and Member of SELPA**

*SPS: Tahoma is a member of the El Dorado County Charter SELPA. SPS: Tahoma reserves the right to seek membership in another SELPA. The following language applies while SPS: Tahoma is an LEA and member of the SELPA pursuant to Education Code Section 47641(a):*

Upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the authorizer recited above with respect to identifying, assessing, and serving special education students will default to SPS: Tahoma. SPS: Tahoma shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, SPS: Tahoma shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, SPS: Tahoma shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

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The Charter School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all County obligations under this Agreement or imposed by law.

### Staffing

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

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### Notification and Coordination

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

### Identification and Referral

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

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

### Assessments

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The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

#### IEP Meetings

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

#### IEP Development

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

#### IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

#### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the

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same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

#### Non-discrimination

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

#### Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

#### Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

#### SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

#### Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

#### Special Education Strategies

SPS: Tahoma is designed to meet the individual needs of each student and is well equipped to serve students with special needs effectively. The Charter School will offer a range of differentiated structures in

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the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

The Charter School will aim to provide special needs students with what they need in the least restrictive environment possible, following an "inclusion" model where most services are provided in class. To this end, the Charter School may utilize strategies such as co-teaching, collaboration between Special Education teachers and core subject teachers, push-ins, and small group work, when appropriate to meet the needs of each student. Pull out classes may also be utilized when students need extra support. All services will be provided in accordance with the student's IEP.

#### Graduation and Competency

The Charter School will follow legal requirements and SELPA policies regarding graduation requirements for special education students. The Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the Charter School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and internal assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the level of individualized accommodations and modifications documented in the IEP.

## ELEMENT B: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

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

*- California Education Code Section 47605(b)(5)(B)*

### Measurable Student Outcomes

The School’s outcomes are designed to align with the school’s mission, curriculum and assessments, the [Common Core State Standards for Literacy and Mathematics](#), and the California State Standards for courses offered at SPS: Tahoma, [and the applicable state priorities described in subdivision \(d\) of section 52060](#).

Upon graduation from the School, students will have demonstrated the following which indicate their ability to be self-motivated, competent life-long learners.

Graduates will be able to meet the Expected School-wide Learning Results (ESLRs):

- Evaluate possibilities to make informed decisions
- Recognize how perspectives shape ideas and decisions
- Effectively articulate processes, ideas and concepts

Graduates will demonstrate mastery (a basic or higher proficiency as assessed by an objective rubric) of the following skills that will indicate their ability to meet the (ESLRs) listed above by earning a passing grade in each of the course required for graduation. [A list of the courses required for graduation is contained in Element A and course descriptions created by Summit Public Schools teachers can be found in Appendix E.](#) The required courses and curriculum are aligned to the Common Core State Standards and designed to develop specific cognitive skills and assess student progress in the development of those skills. By earning a passing grade in required courses, students demonstrate their mastery of these skills, which, in turn, indicates that the ESLRs have been met:

- Textual Analysis (Close Reading)
- Using Sources
- Inquiry
- Analysis & Synthesis
- Composing/Writing
- Speaking & Listening
- Products & Presentations

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## Charter School Outcomes that Align With the State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

### Local Control and Accountability Plan (“LCAP”)

The Charter School will produce a Local Control and Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2016, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to the Santa Clara County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”

CHARTER SCHOOL GOALS, ACTIONS, STUDENT OUTCOMES, AND METHODS OF MEASUREMENT IN THE STATE PRIORITIES	
<b>STATE PRIORITY #1— BASIC SERVICES</b> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain Summit Public Schools’ current high standards of hiring and ensure that all courses are taught by credentialed, highly qualified teachers who are properly assigned.
ACTIONS TO ACHIEVE GOAL	Summit Public Schools invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the Charter School and the students. Additionally, there is a robust internal credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed and properly assigned, and to ensure that teachers are accurately informed about the requirements for keeping their credential current.  Summit Public Schools has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and

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	coaching from other teachers.
MEASURABLE OUTCOME	100% of core academic classes taught by fully credentialed, appropriately assigned teachers
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card; internal audits of teacher assignments
<b>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</b>	
GOAL TO ACHIEVE SUBPRIORITY	Students will have access to standards-aligned instructional materials, and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	Teachers will implement content instruction for all students using the teacher-created, Common Core State Standards (“CCSS”) aligned content guides and projects. All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of students have access to standards-aligned content and projects.
METHODS OF MEASUREMENT	Annual review of curriculum and materials by Summit Public Schools and Charter School faculty
<b>SUBPRIORITY C – FACILITIES</b>	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a safe facility in good repair.
ACTIONS TO ACHIEVE GOAL	Daily cleaning by custodial staff. Annual fire inspection and emergency drills. Communication as needed with maintenance staff. Inspections by site administrator. Lunch service will follow applicable standards for compliance.
MEASURABLE OUTCOME	Charter School passes its lunch audit and fire inspections. School is maintained in good repair.
METHODS OF MEASUREMENT	Lunch audit, fire inspection forms, staff walkthroughs, annual faculty & parent survey.
<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
<b>SUBPRIORITY A – CCSS IMPLEMENTATION</b>	
GOAL TO ACHIEVE SUBPRIORITY	All content instruction and performance standards are aligned with Common Core State Standards.

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ACTIONS TO ACHIEVE GOAL	Frequent teacher collaboration and professional development in departments to ensure consistent implementation of CCSS. Use of a common assessment plan, including standards-aligned content and projects for each core course.
MEASURABLE OUTCOME	100% of courses implement applicable content guides and projects.
METHODS OF MEASUREMENT	Annual review of projects and content by Summit Public Schools Academics Team and Charter School faculty; student performance on Personalized Learning Plan; CAASP
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including English Learners (“EL”), will gain academic content knowledge through implementation of the Common Core State Standards and the Summit Public Schools content guides.
ACTIONS TO ACHIEVE GOAL	Faculty will continue professional development in EL instruction and data analysis of EL students’ performance. Teachers will use special designed academic instruction in English (SDAIE) and other appropriate techniques to help students access the core curriculum as well as make English language development progress. EL students will have access to appropriate supports including office hours, targeted literacy support and extended personalized learning time.
MEASURABLE OUTCOME	EL subgroup performance on CAASP assessments (goal TBD - since baseline data was just released the school team is in the goal-setting process)
METHODS OF MEASUREMENT	CAASPP math and English assessments; Personalized Learning Plan progress
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	40% of EL students will advance at least one performance level on the CELDT each year.
METHODS OF MEASUREMENT	CELDT (and ELPAC, when implemented)
<b>STATE PRIORITY #3— PARENTAL INVOLVEMENT</b> Parental involvement, including efforts to seek parent input for making decisions for schools, and how	

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the school will promote parent participation	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will seek parent input in making decisions at the Charter School.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> <li>• The Charter School will hold Teaching &amp; Learning Tours, open to all parents and held at a time when most parents are likely to be able to attend, monthly to provide parent education and opportunities for feedback on site decisions</li> <li>• The Charter School Parent Organization will include project teams that participate in gathering parent input and spearheading Charter School initiatives.</li> <li>• The Charter School will conduct an annual survey to gather parent feedback and input on their own influence over decision-making.</li> </ul>
MEASURABLE OUTCOME	<ul style="list-style-type: none"> <li>• Parents responding positively to “I am satisfied with my level of influence on school decisions” on parent survey: 65%</li> <li>• Parents responding positively to “My student’s school seeks feedback from me” on parent survey: 80%</li> <li>• Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey: 60%</li> </ul>
METHODS OF MEASUREMENT	Parent survey, attendance at Teaching & Learning Tours, participation in Parent Organization
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will promote parent participation.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> <li>• Parents will be invited to attend annual Personalized Learning Plan meetings with their student and their student’s faculty mentor.</li> <li>• There will be numerous opportunities for parents to volunteer to support the Charter school should they choose, such as: driving, chaperoning, and helping to plan school trips; assisting with recruiting events; helping with school clubs and sports; preparing for school events; and helping with data entry; translation; parent technology training and other community outreach.</li> <li>• The Charter School will hold at least three parent events each semester and provide Spanish interpretation.</li> <li>• Faculty mentors will be involved in parent communication for students in need of academic interventions.</li> </ul>
MEASURABLE OUTCOME	All families attend PLP meetings during the school year.
METHODS OF	Faculty mentor reporting, volunteer log, parent event sign-in sheet or

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MEASUREMENT	informal head count
<p><b>STATE PRIORITY #4— STUDENT ACHIEVEMENT</b>  Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. California Assessment of Student Performance and Progress (CAASPP)</li> <li>B. The Academic Performance Index (API)</li> <li>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</li> <li>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</li> <li>E. EL reclassification rate</li> <li>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</li> <li>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</li> </ul>	
<b>SUBPRIORITY A – CAASP: ELA/LITERACY AND MATHEMATICS</b>	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
ACTIONS TO ACHIEVE GOAL	Faculty will provide instruction conducive to student learning; faculty will utilize appropriate CCSS aligned instructional materials; instructional materials will be tailored to student need to ensure they make sufficient growth.
MEASURABLE OUTCOME	Students in the Charter School exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP assessment reports
<b>SUBPRIORITY B – API</b>	
GOAL TO ACHIEVE SUBPRIORITY	Charter School's performance on API or whatever might take its place following the implementation of new state assessments will be comparable to that of other Summit Public Schools serving comparable student populations and will exceed California average
ACTIONS TO ACHIEVE GOAL	TBD when baseline data has been reported on CAASPP.
MEASURABLE OUTCOME	Charter School's performance on API or whatever might take its place following the implementation of new state assessments will exceed California average
METHODS OF	API or other state report card

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MEASUREMENT	
<b>SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS</b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of graduates meet UC/CSU course requirements, excepting students with modified graduation requirements due to an IEP
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> <li>The Charter School will achieve and maintain UC/CSU approval for all core academic courses and a variety of visual and performing arts courses.</li> <li>Course sequence and graduation requirements will align with or exceed the UC/CSU requirements.</li> </ul>
MEASURABLE OUTCOME	100% of graduates meet UC/CSU A-G Course Requirements, excepting students with modified graduation requirements due to an IEP.
METHODS OF MEASUREMENT	Graduation rates, Transcripts, Personalized Learning Plan.
<b>SUBPRIORITY D – EL PROFICIENCY RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	40% of EL students will advance at least one performance level on the CELDT each academic year.
METHODS OF MEASUREMENT	CELDT (and ELPAC, when implemented)
<b>SUBPRIORITY E – EL RECLASSIFICATION RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	Students are reclassified as English Proficient as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	<p>The Charter School will serve EL at the school site by enrolling students in a regular class and ensuring student receives supplementary instruction in order to learn English.</p> <p>The Charter School will:</p> <ul style="list-style-type: none"> <li>Monitor language proficiency levels to determine adequate yearly progress.</li> <li>Monitor teacher qualifications and the use of appropriate instructional strategies based on program design.</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor student identification, placement, and growth in English language proficiency.</li> <li>• Monitor availability of adequate resources, and deliver resources to students as and when needed.</li> <li>• Monitor reclassified students for at least two years.</li> </ul>
MEASURABLE OUTCOME	Students are reclassified as English Proficient within 3 years on average.
METHODS OF MEASUREMENT	School reclassification rates
<b>SUBPRIORITY F – AP EXAM PASSAGE RATE</b>	
GOAL TO ACHIEVE SUBPRIORITY	Students have the support they need to meet AP standards.
ACTIONS TO ACHIEVE GOAL	AP institute training for new AP teachers, vertical planning with AP teachers and teachers in other grade levels, AP classes remain open to all Charter School students. Provide students with feedback and development on AP skills in grades leading up to AP courses.
MEASURABLE OUTCOME	40% of students will pass at least one AP exam before graduation.
METHODS OF MEASUREMENT	AP exam pass rates.
<b>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP</b>	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students graduate truly academically college ready.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> <li>• Align sophomore and junior year content assessments and projects to standards set by California State Universities in the Early Assessment Program (EAP) as well as those set by the college board for AP classes.</li> <li>• Offer targeted practice and instruction for students who do not pass the EAP in junior year.</li> <li>• Graduation requirements align with or exceed UC/CSU entrance requirements.</li> </ul>
MEASURABLE OUTCOME	Whole-school passage rates for the EAP in junior year or Entry Level Mathematics (ELM) exam and/or English Placement Test (EPT) in senior year will exceed those of district schools serving a similar student population.
METHODS OF MEASUREMENT	Passage rates on the EAP, ELM, EPT, and AP exams; student acceptance rate into college; alumni surveys.
<b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b>	

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<p>Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul>	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<p>The Charter School will maintain high attendance rates in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.</p>
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; the Charter School will share periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success; Charter School will work with families who struggle with attendance in keeping with emphasis on developing habits of success in students</p>
<b>MEASURABLE OUTCOME</b>	<p>ADA is at or above 95% of enrollment.</p>
<b>METHODS OF MEASUREMENT</b>	<p>Monthly, Quarterly, and Annual attendance reports.</p>
<b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<p>The Charter School's rates of chronic absenteeism will remain low in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.</p>
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Parents and students will be informed of attendance policy. Administration will work with students and families who are chronically tardy and/or have unexcused absences on an individual basis to develop a plan to support the student in attending school regularly.</p>
<b>MEASURABLE OUTCOME</b>	<p>Less than 9% rate of chronic absenteeism (students who are absent 10 percent or more of the schooldays in the school year).</p>
<b>METHODS OF MEASUREMENT</b>	<p>CALPADS, Charter School attendance reports</p>
<b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<p>Not applicable</p>
<b>ACTIONS TO ACHIEVE</b>	<p>Not applicable</p>

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GOAL	
MEASURABLE OUTCOME	Not applicable
METHODS OF MEASUREMENT	Not applicable
<b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School maintains dropout rate of less than 5%.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Less than 5% dropout rate.
METHODS OF MEASUREMENT	CALPADS, Charter School enrollment documents
<b>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	Graduation rates exceed California average.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Graduation rates exceed California average.
METHODS OF MEASUREMENT	Cohort graduation rates (CDE Dataquest)
<b>STATE PRIORITY #6— SCHOOL CLIMATE</b> School climate, as measured by all of the following, as applicable: A. Pupil suspension rates	

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B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
<b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Charter School will maintain an annual suspension rate of less than 3%.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained and utilize Restorative Practices and receive professional development in classroom management. Executive Director and Assistant Directors will work with teachers and families to manage student behavior issues and concerns.
<b>MEASURABLE OUTCOME</b>	Annually, 3% or fewer of all enrolled students suspended.
<b>METHODS OF MEASUREMENT</b>	Suspension rates, Annual School Accountability Report Card
<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Charter School will maintain low annual expulsion rates.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained and utilize Restorative Practices and receive professional development in classroom management. Executive Director and Assistant Directors will work with teachers and families to manage student behavior issues and concerns.
<b>MEASURABLE OUTCOME</b>	Annually, less than 1% of enrolled students are expelled.
<b>METHODS OF MEASUREMENT</b>	Expulsion rates, Annual School Accountability Report Card
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All community members feel safe at school.
<b>ACTIONS TO ACHIEVE GOAL</b>	Annually, all school employees will be trained on the elements of the School Emergency Plan. Students will participate in Fire, Earthquake, and safety drills and learn about social justice and restorative practices. Provide professional development for all faculty in equity, social justice, and restorative practices.
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>100% of staff will participate in Emergency plan training; Students will participate in a fire, earthquake and safety drills annually.</li> </ul>

	<ul style="list-style-type: none"> <li>85% of parents respond positively to “I feel my child is physically safe at school” on parent survey.</li> <li>83% of parents respond positively to “I feel my child is emotionally safe at school” on parent survey.</li> <li>Scores on student survey questions related to school culture average 3.3 (out of 5) or higher.</li> </ul>
METHODS OF MEASUREMENT	Parent survey, student survey, drill and training participation logs
<p><b>STATE PRIORITY #7— COURSE ACCESS</b></p> <p>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <ul style="list-style-type: none"> <li>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</li> <li>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</li> </ul>	
GOAL TO ACHIEVE SUBPRIORITY	All students are enrolled in a broad course of study that will enable them to be college eligible and college ready, as outlined in Element A of the charter petition.
ACTIONS TO ACHIEVE GOAL	The Charter School will align all course offerings to college ready standards as defined by the California State University system, the Advanced Placement program, and applicable academic research.
MEASURABLE OUTCOME	100% of graduates meet UC/CSU course requirements, excepting students with modified graduation requirement due to an IEP
METHODS OF MEASUREMENT	Transcripts
<p><b>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</b></p> <p>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>	
<p><b>SUBPRIORITY A – ENGLISH</b></p>	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in English.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.

METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress, NWEA MAP
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in mathematics.
ACTIONS TO ACHIEVE GOAL	Graduates from the Charter School will exceed all academic entrance requirements for UC/CSU college admissions. The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress, NWEA MAP
SUBPRIORITY C – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in Science.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress
SUBPRIORITY D – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in the Social Sciences.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will demonstrate college-readiness on the cognitive skills rubric for social science projects.
METHODS OF MEASUREMENT	CAASPP, Cumulative final projects
SUBPRIORITY E – EXPEDITIONS (INCLUDING VISUAL AND PERFORMING ARTS)	

GOAL TO ACHIEVE SUBPRIORITY	100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
ACTIONS TO ACHIEVE GOAL	Faculty mentors will coach students on course selection and ensure that students make an appropriate choice in their Personalized Learning Plan meetings at the beginning of the academic year.
MEASURABLE OUTCOME	100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
METHODS OF MEASUREMENT	Transcripts and student records
<b>SUBPRIORITY F – HABITS OF SUCCESS</b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of students make measurable progress toward self-directed learning goals on annual Personalized Learning Plan.
ACTIONS TO ACHIEVE GOAL	Mentors will meet with their students multiple times per month to monitor progress toward goals and make resources available for supporting students to meet their goals.
MEASURABLE OUTCOME	100% of students make progress toward self-directed learning goals on annual Personalized Learning Plan.
METHODS OF MEASUREMENT	Personalized Learning Plan goals
<b>SUBPRIORITY G – PHYSICAL EDUCATION</b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of Charter School students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.
ACTIONS TO ACHIEVE GOAL	Offer active opportunities through physical education classes, Expeditions and after school
MEASURABLE OUTCOME	100% of Charter School students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.
METHODS OF MEASUREMENT	Teacher-developed rubrics
<b>SUBPRIORITY H – FOREIGN LANGUAGE, OTHER SUBJECTS</b>	
GOAL TO ACHIEVE SUBPRIORITY	Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.
ACTIONS TO ACHIEVE GOAL	Students complete Spanish 2 or higher.
MEASURABLE	Students develop proficiency in foreign language, including speaking and

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OUTCOME	listening, textual analysis, composition, and presentation.
METHODS OF MEASUREMENT	ACTFL, AAAPL, AP exams, Teacher-developed rubrics

**Assurance of School-wide Academic Progress**

SPS: Tahoma is based upon the school models of Summit Preparatory Charter High School, Everest Public High School, and the other schools operated by Summit Public Schools. These schools have consistently performed highly on the Academic Performance Index (“API”) Additionally, SPCHS regularly ranks on the US News & World Report Best High Schools in America list, most recently as the #16 public school in California and #103 nationally, as well as #25 on the Top Charter Schools List. Each Summit School had a base API score of over 800 in the most recent report. Therefore, the SPS: Tahoma founders believe that the SPS: Tahoma performance on the API or whatever might take its place following the implementation of new state assessments, both schoolwide and for all numerically significant pupil subgroups, will be comparable to that of other Summit Public Schools, an overview of which is included in Appendix M.

SPS: Tahoma shall pursue continuous growth on the API or whatever might take its place following the implementation of new state assessments and if applicable, its growth targets, both schoolwide and for all numerically significant pupil subgroups.

**Common Core Alignment**

As detailed in *Element A*, the Common Core State Standards align closely with Summit Public School’s framework for college readiness and Summit has been a leader in the work of transitioning to the new standards. Many of Summit’s partners in this work are detailed in Appendix F, and Summit’s Common Core-aligned rubrics, curricular materials, and assessment strategy can be found in Appendix E.

## ELEMENT C: METHODS OF MEASUREMENT

*“The method by which pupil progress in meeting those pupil outcomes is measured.”*

*-- California Education Code Section 47605(b)(5)(C)*

The following assessment tools will be used at the indicated frequency to assess student progress in meeting the desired student outcomes. [In addition to these tools, more information on Summit Public Schools' assessment plan can be found in Appendix E.](#)

Assessment Tool	Frequency of Assessment	Topics Assessed
California Smarter Balanced Assessments	Annually	English, Math
California State Standards Exams	Annually	Science
California High School Exit Exam	Annually	English, Math
California English Language Development Test	Annually	English Language Development
9 <sup>th</sup> Grade Test of Physical Fitness	Annually	Physical Fitness
Cumulative Final Projects	Annually	English, Math, Science, History, Cognitive Skills
Advanced Placement Exams	During 11th & 12th grade	English, History, Math, Science, Spanish, College Readiness
NWEA MAP	2-3 times per year	English, Math
ACTFL / AAPPL	Annually	Spanish
ACT ASPIRE	Annually	English, Math, Science, College Readiness
PSAT	Annually	English, Math, College Readiness
ACT	Annually	English, Math, Science, College Readiness
SAT I	Annually	English, Math
SAT II	Annually	English, Math, History, Science, Spanish, College Readiness

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Progress in coursework	Each semester	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Progress toward achieving Personalized Learning Plan goals	Each semester	Vary; may include cognitive skills, multiple subjects, and habits of success
Progress toward achieving Individual Education Plan goals	Each semester	Vary; dependent on IEP
Teacher-developed rubrics for projects and coursework, which may include: <ul style="list-style-type: none"> <li>● Experiment design</li> <li>● Problems of the Week</li> <li>● Research Projects</li> <li>● Revision Process</li> <li>● Complex Instruction Activity</li> <li>● Socratic Seminar</li> <li>● Classroom Discussion</li> <li>● Structured Academic Controversy</li> <li>● Peer Assessment</li> <li>● Persuasive Speech</li> <li>● Essay</li> <li>● Lab Report</li> </ul>	Ongoing	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Completion of all graduation requirements	Upon graduation	English, History, Math, Science, Spanish, College Readiness
Applications to four-year colleges	Upon graduation	College Readiness
Acceptance letters to four-year colleges	Upon graduation	College Readiness

## Use and Reporting of Data

The primary tool to be used for capturing student data is PowerSchool, a database designed specifically for school use. In addition, the school will utilize the Naviance data base system to capture all college data and Zoom Data system to analyze classroom achievement. The three systems combined have the capability to record results for all of the tools described in the previous section.



### **Collection**

- Standardized assessment results are all available electronically and are uploaded by the Executive Director or his/her designee.
- All results from assessments given at school are input by faculty members.
- All information pertaining to student goals is input by mentors or RSP teachers.
- Seniors, mentors and parents enter all college data into the Naviance system.

### **Analysis**

- Individual students, their parents and mentor will analyze each student's individual performance on all of these measures listed below in the context of their semi-annual Personalized Learning Plan discussions.
- The school faculty will analyze data from all of the tools listed for individual students, as well as school-wide, [an ongoing basis each semester](#).
- The Board will review the data and the faculty's analysis of it at least two times per year.

### **Reporting**

- Results from all of the tools listed above are available for each individual student and his parents to view at all times via a secure web-based PowerSchool platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours.
- Annually, the school will publish a School Accountability Report Card (SARC) that will be posted on the school's website and made available in the school lobby.
- On an as-needed basis, the School will publish bulletins reporting general student or school performance data.

### **Continuous Improvement**

SPS: Tahoma is committed to using student performance data to refine and improve the educational program. Specifically, the faculty will devote substantial amounts of time during [each semester as well as substantial amounts of time during the 7-8 weeks while their students are participating in Expeditions](#) to analyze the data, and to propose research-based changes to the educational program based upon it. Changes will be adopted based on full faculty consensus and planning for implementation will occur during the intersession periods. Additionally, the school will complete extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges ("WASC").

### **County Visitation/Inspection**

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

### **Response to Inquiries**

Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

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## ELEMENT D: GOVERNANCE STRUCTURE

*“The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement.”*

*-California Education Code Section 47605(b)(5)(D)*

### Legal Status

Summit Public Schools<sup>2</sup> has constituted itself as a California non-profit public benefit corporation pursuant to California law and is a 501(c)(3) tax exempt organization, as Summit Public Schools. Summit Public School’s Amended Articles of Incorporation state:

*The specific purposes of this Corporation are as follows: (1) to train, consult and advise California public school teachers and administrators, and to provide support and administrative services to California public schools; and (2) to manage, operate, guide, direct and promote one or more California public charter schools.*

Pursuant to the second stated legal purpose of Summit Public Schools, SPS: Tahoma will be operated by Summit Public Schools in accordance with Education Code Section 47604(a). Summit Public Schools and SPS: Tahoma shall be governed pursuant to the corporate bylaws adopted by the Board of Directors of Summit Public Schools which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Summit Public Schools Articles of Incorporation and approved by-laws are included in Appendix N.

SPS: Tahoma shall operate autonomously from its authorizer, the [Santa Clara County Office of Education](#), with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(c), the [Santa Clara County Office of Education](#), shall not be liable for the debts and obligations of Summit Public Schools or SPS: Tahoma, operated as a California non-profit, public benefit corporation or for claims arising from the performance of acts, errors, or omissions by the school, as long as the [Santa Clara County Office of Education](#) has complied with all oversight responsibilities required by law.

### Board of Directors of Summit Public Schools

Summit Public Schools is governed by a Board of Directors (the “Board”). The Board shall be ultimately responsible for the operation and activities of the School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization which shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing their

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<sup>2</sup> The organization that is Summit Public Schools as described and referenced in this charter petition was originally incorporated under the name of The Summit Institute. The Summit Institute filed a Certificate of Amendment to the Articles of Incorporation for a name change with the Secretary of State on June 29, 2012, and the name change to Summit Public Schools was approved. As such, we have used Summit Public Schools throughout this document.

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responsibilities are to create, adopt and monitor a long term strategic plan and associated budget, and to employ and evaluate the Executive Director of SPS: Tahoma.

The Board consists of at least four members and should not exceed fourteen members. Each Board member will serve a three year term, with the exception of the Chief Executive Officer who will serve on the board the entire time he/she is employed. Terms will be staggered to ensure that at any given time no more than one third of the members have less than one year of experience on the board. New board members will be mentored by experienced members during their first year. Board members are not subject to a limit on the number of terms they may serve. Board members will be appointed by the Board, with input from the leadership of Summit Public Schools, such that the Board contains expertise in many varying fields and is able to offer advice, direction, and discussion for each Summit Public School.

Board members' terms will expire according to the Board of Directors with Term Expiration Dates chart, included below. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

**Summit Public Schools Board of Directors with Term Expiration Dates**

Member	Position	Term Expiration Date
Robert Oster	Chairman; Real Estate Committee	2017
Steven Humphreys	Community Outreach Committee	2016
Robert O'Donnell	Finance Committee Chairperson	2017
Blake Warner	Finance Committee	2015
Meg Whitman	Member	2015
Andrew Thompson	Member	2017
Diane Tavenner	Chief Executive Officer	No expiration date

In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board. Accordingly, the Authorizer may choose to appoint a representative to serve on the Summit Public Schools Board.

**Board Responsibilities**

The Board will meet on a regular basis. Summit Public Schools will provide a means and opportunity for parents and the public to participate in, attend, or view the meetings in each county where the organization operates schools.

The responsibilities of the Board include but are not limited to:

- Strategic planning
- Uphold the mission of the School
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and the School's fiscal practices
- Approve all contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the school's facility arrangements and plans
- Oversee and evaluate the Executive Director
- Hire the Executive Director
- Hire SPS: Tahoma employees upon recommendation of the Executive Director

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- Employee [discipline and dismissal](#) upon recommendation of the Executive Director
- Approve Board Policies

The Board will comply with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act and the Political Reform Act. Summit Public Schools has adopted a conflicts code, which is included in Appendix O. The organization will retain its own legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

Summit Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

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

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

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

### **Chief Executive Officer**

- [Fundraising](#)
- [Facilitating communication between the Board and the Executive Director](#)
- [Facilitating communication between external stakeholders and schools](#)
- [Monitoring charter school policy](#)
- [Lead training and professional development for leadership candidates](#)

### **Executive Director**

[The day-to-day management of the Charter School shall be by the Executive Director.](#) The Executive Director will work full-time within the school and will communicate directly with the Board of Directors and to County Office of Education Board of Trustees through its Superintendent or designee as necessary. The Executive Director is fully responsible for the execution of all Board policy, all day-to-day operations, and all functions of the school.

The responsibilities of the Executive Director or his/her designee may include, but are not limited to, the following:

- Attend authorizer Administrative meetings as necessary and stay in direct contact with authorizer regarding changes, progress, etc.

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- Contribute to board meeting agendas in conjunction with the Chairman in compliance with the Brown Act.
- Supervise all employees of the School.
- Provide timely performance evaluations of all School employees.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend all Charter Board meetings and attend as necessary at District Board of Education meetings as the charter representative.
- Establish procedures designed to carry out Charter Board policies.

### **Board Committees**

The Board may appoint one or more committees comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the school. The committees will be selected by the Board of Directors.

### **Parent Participation & Parent Organization**

As the school is being established to serve the needs of the students, it is imperative that families are actively involved. SPS: Tahoma parents are strongly encouraged to become actively involved in the Charter School and in their child's education. Several opportunities for parent involvement exist and include:

- Parents participate in the annual development of their child's Personalized Learning Plan.
- Parents are encouraged to attend the several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the school administration. Meetings address such topics and college preparation, financial aid, SAT prep, school finances, and organizational planning.
- Parents are invited to all charter school social functions.

SPS: Tahoma will encourage parents to form a Parent Organization which will be established to facilitate communication between all members of the organization and to bring needed human resources to help meet the goals and objectives of the school. Charter School administration will meet regularly with the leadership of the Parent Organization to discuss parent community questions, concerns, and ideas. SPS: Tahoma parents have developed their own organization based on the needs of the Charter School community. [The Charter School will ensure that meetings of the Parent Organization are accessible to all parents via appropriate means, such as translation.](#)

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SPS: Tahoma asks all parents or guardians of SPS: Tahoma students to make their best effort to contribute at least 30 hours (Community Hours) per family each school year. Participation is voluntary and there are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities that families can participate in. No student will receive any kind of adverse action from the Charter School due to a parent's non-participation. The assignment, managing, and tracking of community hours are the responsibility of the SPS: Tahoma Parent Organization with the input and assistance of the Executive Director. All parents and guardians are notified of their responsibilities and expectations of them via the Handbook that is distributed during the mandatory orientation, enrollment period, and is also available on the school website and in the lobby of the school.

## **ELEMENT E: QUALIFICATIONS OF SCHOOL EMPLOYEES**

*“The qualifications to be met by individuals to be employed by the school.”*

*- California Education Code Section 47605(b)(5)(E)*

SPS: Tahoma will recruit professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter. All employees of the school will be employees of Summit Public Schools.

In accordance with Education Code 47605(d)(1), Summit Public Schools shall be nonsectarian in its employment practices and all other operations. Summit Public Schools shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening). [The Charter School will comply with all State and federal laws concerning the maintenance and disclosure of employee records.](#)

### **Specific Qualifications for all Staff**

The Board of Directors shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing SPS: Tahoma’s program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge of the developmental needs of students.
- Awareness of the social, emotional and academic needs of the students.
- Ability to plan cooperatively with other staff.
- Willingness to continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in faculty meetings.
- Focus on working closely with the school faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance.
- Take a leadership role in some aspect of the School’s development.

### **Administrators**

The Executive Director and Assistant Director at SPS: Tahoma shall possess leadership abilities and a comprehensive educational vision that is consistent with the school’s mission and educational program.

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In addition, the Executive Director shall possess skills in hiring and supervising excellent teachers, and, if possible, business experience.

SPS: Tahoma administrators should possess a master's degree or higher in education and have demonstrated at least three years of successful teaching experience. SPS: Tahoma administrators will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. SPS: Tahoma will give preference to administrative candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment. Sample job descriptions are contained in Appendix P.

## **Teachers**

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. SPS: Tahoma will comply with Section 47605(l), which states:

*"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses."*

SPS: Tahoma will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing and have experience commensurate with the applicable job specification. [SPS: Tahoma will require each teacher to have the CLAD qualifications required by the CTC as part of their credential. Special Education teachers will be required hold compliant credentials in Special Education. A sample of the caliber of teachers employed by Summit Public Schools is included in Appendix DD.](#) Additionally, core teachers, as defined by the No Child Left Behind Act ("NCLB"), shall meet the applicable definitions of the highly qualified requirements as illustrated by this chart published by the California Department of Education:



	<p><b>“New”</b> to The Profession</p> <p>Holds a Credential or an Intern Credential or Certificate Issued <u>on or after July 1, 2002</u></p>	<p><b>“Not New”</b> to The Profession</p> <p>Holds a Credential or an Intern Credential or Certificate Issued before July 1, 2002</p>
<b>GRADE SPAN</b>	<b>HIGH SCHOOL</b>	<b>HIGH SCHOOL</b>
<b>REQUIREMENTS</b>	<p>1) Bachelor’s degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p>EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p>or</p> <p>COURSEWORK: In each core area taught complete a:</p> <p>A) CCTC approved subject matter program, or</p> <p>B) Major, or</p> <p>C) Major equivalent, (32 semester units or the equivalent) or</p> <p>D) Graduate degree</p>	<p>1) Bachelor’s degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p>EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p>or</p> <p>COURSEWORK: In each core area taught complete a:</p> <p>A) CCTC approved subject matter program, or</p> <p>B) Major, or</p> <p>C) Major equivalent, (32 semester units or the equivalent) or</p> <p>D) Graduate degree</p> <p>or</p> <p>ADVANCED CERTIFICATION: National Board Certification in the core area</p> <p>or</p> <p>HOUSSE: Complete California’s High Objective Uniform State Standard of Evaluation</p>

In addition to the specific qualifications expected of all SPS: Tahoma staff members, the following qualifications are expected of all teachers:

- Strong instructional leadership.

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- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in SPS: Tahoma's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the charter school and the mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community.
- Deep commitment to student achievement.
- Accepting responsibility and accountability for instruction.

The expectations and responsibilities of SPS: Tahoma's teachers are included in Appendix P which details Sample Job Descriptions.

SPS: Tahoma may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities.

### **Non-Instructional**

All non-instructional staff will possess experience and expertise appropriate for their position with SPS: Tahoma [as determined by the Executive Director](#).

### **Services Provided Via Contractors**

SPS: Tahoma will receive service from employees of organizations with which SPS: Tahoma contracts. Additionally, SPS: Tahoma will receive financial, human resource, technology, leadership, facilities and professional development services from Summit Public Schools. SPS: Tahoma will ensure that the qualification of the employees of contractors and Summit Public Schools are consistent with the expectations for SPS: Tahoma's employees.

### **Professional Development**

Each faculty and staff member has a Personalized Learning Plan for Professionals. The plan is developed by the employee with the input and approval of the Executive Director and using the template which is included in Appendix Q. The plan asks the employee to identify a set of professional development goals from a [list of educator skills and habits of success that have been identified as most pertinent to the success of an SPS: Tahoma educator in the domains of vision & implementation, culture & community, learning, building teams, self awareness & management, social awareness & interpersonal, and decision-making & leadership](#). The plan identifies the teacher's present level of performance in each strand using a [common](#) rubric. The plan indicates the employee's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a [personalized plan](#) for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year. [There is significant time built into the annual calendar for professional development, including while students are in Expeditions and regularly during the school day. Appendix R provides an example of how this time may be utilized.](#)

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## **ELEMENT F: HEALTH AND SAFETY PROCEDURES**

*“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.”*

*- California Education Code Section 47605(b)(5)(F)*

A healthy and safe environment is imperative to productive teaching and learning. SPS: Tahoma will [maintain](#) and implement a comprehensive set of health, safety, and risk management policies in consultation with the School's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Student / Parent and the Employee handbooks. [Appendix EE contains Summit Public Schools' Illness and Injury Prevention Program Policy and SPS: Tahoma's site safety plan.](#)

The following summarizes the health and safety policies of SPS: Tahoma:

### **Procedures for Background Checks**

Employees and contractors at SPS: Tahoma will be required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. [Summit Public Schools shall monitor compliance with this policy.](#) Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role Of Staff As Mandated Child Abuse Reporters**

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

### **TB Testing**

SPS: Tahoma will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

### **Immunizations**

SPS: Tahoma will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

### **CPR /First Aid Training**

All employees at SPS: Tahoma should be CPR/First Aid trained.

### **Medication in School**

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SPS: Tahoma will adhere to Education Code Section 49423 regarding administration of medication in school.

### **Vision/Hearing/Scoliosis**

SPS: Tahoma shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

### **Emergency Preparedness**

SPS: Tahoma shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

### **Blood borne Pathogens**

SPS: Tahoma shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Summit Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Facility Safety**

SPS: Tahoma shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the California Building Standards Code. The School agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills at least twice per school year in accordance with Title 5 California Code of Regulations Section 550.

### **Drug Free/Smoke Free Environment**

SPS: Tahoma shall maintain a drug and alcohol and smoke free environment.

### **Integrated Complaint and Investigation Procedure**

SPS: Tahoma adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board of Summit Public Schools, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure.

### **Comprehensive Sexual Harassment Policies and Procedures**

SPS: Tahoma is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Summit Public Schools has adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to

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employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy included in Appendix S.

**Procedures**

Summit Public Schools on behalf of the Charter School adopted procedures to implement the policy statements listed above.

## **ELEMENT G: RACIAL AND ETHNIC BALANCE**

*The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

*- California Education Code Section 47605(b)(5)(G)*

SPS: Tahoma will strive to recruit a student population that will be reflective of the school age population of the granting agency. SPS: Tahoma will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:

- Enrollment timeline and process that allow for a broad-based recruiting and application process
- Outreach efforts via neighborhood groups, [family- and youth-serving organizations](#), [religious organizations](#) and other community organizations
- Marketing brochures and TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages
- Each year the School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.

A detailed description of the [ongoing recruitment activities for each year's](#) entering 9<sup>th</sup> grade class is included in Appendix FF.

## ELEMENT H: STUDENT ADMISSIONS POLICIES AND PROCEDURES

*Admission requirements, if applicable.*

*- California Education Code Section 47605(b)(5)(H)*

The Board of Directors, with the advice of the Governance Council, shall determine all policies, processes, and procedures governing application, admission, and enrollment at SPS: Tahoma. All students attending SPS: Tahoma must follow the application, admission, and enrollment policies of the school.

The application packet for admission to SPS: Tahoma shall include information that allows students and parents to be informed about the school's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. [A sample application packet is attached as Appendix T.](#)

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at SPS: Tahoma. The determination of school capacity shall be based on, among other things, the school's academic program, the school's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.

### Admission Criteria

SPS: Tahoma shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. SPS: Tahoma shall be open to all students without regard for the place of residence of students or parents within California except as provided in Education Code Section 47605(d)(2). If oversubscribed, admission to SPS: Tahoma, except for existing students, shall be determined by public random drawing in accordance with the preferences listed in the next section.

The only admission requirement is that students wishing to attend SPS: Tahoma must follow the school's admission procedures with respect to completing applications and enrollment forms and documents by the announced deadlines.<sup>3</sup> Application deadlines, which will normally be in the winter [or spring](#) for admission in [August](#), shall be coordinated, when possible, with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission [will be held in abeyance in order to conduct a subsequent lottery. An admission priority list will be generated from this subsequent drawing, and will be added to the end of the existing admission priority list in the order drawn. Late return of enrollment packets following notification of admission shall result in loss of admission.](#)

There shall be no admission testing or other evaluation required of any applicant. SPS: Tahoma shall not charge an application fee nor shall it charge tuition. [SPS: Tahoma will not require any monetary or other](#)

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<sup>3</sup> [In the case of a homeless or foster youth who gains admission to SPS: Tahoma, the school will waive the enrollment procedures in accordance with applicable legal requirements, to ensure that such students gain entry without delay, upon admission.](#)

contribution as a condition for application, admission, enrollment, or participation in any of the school's educational activities.

SPS: Tahoma shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

### **Public Random Drawing and Preferences**

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend SPS: Tahoma exceeds the Charter School's capacity, attendance, except for existing students, shall be determined by a public random drawing for each grade level. The following groups shall be exempt from the public random drawing:

1. Existing students
2. Children of current Summit Public Schools employees and founders of SPS: Tahoma. This exemption may total up to 10% of enrollment. Founders of SPS: Tahoma have been identified and described in Appendix BB - Founding Group.

Preference in the public random drawing shall be provided in the following order of declining priority:

1. Siblings of currently enrolled students or graduates of SPS: Tahoma residing within the boundaries of the District
2. Students who are enrolled in, or reside in the attendance boundaries of the public elementary school where SPS: Tahoma is located<sup>4</sup>
3. Students residing within the boundaries of the District
4. Siblings of currently enrolled students or graduates of SPS: Tahoma residing outside the boundaries of the District
5. All other students who wish to attend the Charter School

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to keep their name on a wait list according to their draw in the public random drawing. This wait list, called an admission priority list, will allow students the option of enrollment in the case of an opening prior to or during the first 15 school days of the school year. In no circumstance will an admission priority list be carried beyond the first 15 school days of the school year or into the following school semester.

Five school days into the new school year, SPS: Tahoma will notify all families that the admission priority list will be cleared after another 10 school days (15 school days into the school year). Upon receipt of such notice, families will have 10 school days to re-apply, if they are interested in enrollment for the current school year. Fifteen days into the new school year, SPS: Tahoma will hold another public random drawing, and will fill any subsequent openings during the school year based upon that list. The order of admission of students at any time during the school year shall be based solely on the order of applicants on the admission priority list. SPS: Tahoma shall maintain a list of students interested in transferring to

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<sup>4</sup> This preference will only be utilized during fiscal years when the Charter School is eligible to, and does participate in the Charter School Facility Grant Program.



the school. When both of the following statements are true, another public random drawing will be conducted for the open spaces as described above: (1) one or more spaces becomes available and there are more applicants than spaces available **and** (2) (a) the admissions priority list has been exhausted, (b) the date is after the first 15 school days of the school year, or (c) the date is after the conclusion of the school semester.

Public random drawing rules, deadlines, and dates and times will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. Copies of the process as described in the charter will be available at the lottery and the school offices during open enrollment. Families need not be present at the drawing to participate. Families will be notified of their status using contact information provided on the application subsequent to the drawing, at which time they will also be notified of the timeline for accepting an offer of admission and completing enrollment paperwork (typically 2-4 weeks) if an offer was made.

### **Conditions of Enrollment**

SPS: Tahoma shall have the following requirements that must be met by each student and their family before beginning classes at the School:

- Complete enrollment/registration forms including student data sheet, emergency information cards and other required documents.
- Provide records documenting immunizations required by charter schools (as described above)

Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

## **ELEMENT I: FINANCIAL AUDITS**

*“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”*

*- California Education Code Section 47605(b)(5)(l)*

An annual independent fiscal audit of the books and records of SPS: Tahoma will be conducted as required under the Charter Schools Act, section 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

An audit committee appointed by the Board of Summit Public Schools will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and meet with the County with regard to resolution of audit exception or deficiencies to the satisfaction of the County and shall report to the Board of Directors of Summit Public Schools with recommendations. The Board of Summit Public Schools will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Any appeals of audit exceptions will be made to the Education Audit Appeals panel in accordance with applicable law.

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

[Under the management of Summit Public Schools, every Summit school has received a clean audit in every year of its operation.](#)

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## **ELEMENT J: SUSPENSION / EXPULSION PROCEDURES**

*“The procedures by which pupils can be suspended or expelled.”*

*- California Education Code Section 47605(b)(5)(J)*

Summit Public Schools is committed to using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions and expulsions. Summit draws best practices from the International Institute for Restorative Practices and provides ongoing trainings on restorative practices to faculty throughout the school year. The philosophy, faculty objectives, student objectives and a list of resources are included in Appendix U.

In cases where suspension and expulsion are necessary, SPS: Tahoma will follow a comprehensive set of suspension and expulsion policies which are attached in Appendix V. The policies will be distributed as part of SPS: Tahoma’s Student/Parent Handbook and will clearly describe the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

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## **ELEMENT K: COMPENSATION AND BENEFITS**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.”*

*-California Education Code Section 47605(b)(5)(K)*

The financial compensation for school employees will include a base salary that is competitive with like jobs in other local public high schools.

The Human Resources Team at Summit Public Schools will oversee the arrangements, including required contributions and deductions, for retirement coverage for all SPS: Tahoma employees.

All certificated employees of SPS: Tahoma shall participate in the State Teachers Retirement System (STRS). All non-certificated employees will participate in a 401(a) retirement plan and federal social security.

SPS: Tahoma will make all required employer contributions. SPS: Tahoma will also make contributions for workers’ compensation insurance, unemployment insurance and any other payroll obligations of a California employer.

Refer to the Employee Handbook in Appendix K for more information on compensation and benefits.

## **ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”*

*- California Education Code Section 47605(b)(5)(L)*

Students who opt not to attend SPS: Tahoma may attend school district of residence schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in SPS: Tahoma shall be informed that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in SPS: Tahoma, except to the extent that such a right is extended by the local education agency.

## ELEMENT M: RIGHTS OF SCHOOL DISTRICT EMPLOYEES

*“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”*

*-California Education Code Section 47605(b)(5)(M)*

All employees of SPS: Tahoma shall be considered the exclusive employees of Summit Public Schools and not any school district or the East Side Union High School District or Santa Clara County Office of Education unless otherwise mutually agreed in writing. Employees of the District or County who resign from employment to work at Summit Public Schools and who later wish to return to the District or County shall be treated the same as any other former District or County employee seeking reemployment in accordance with District or County policy, applicable law, and applicable bargaining agreements. Summit Public Schools shall not have any authority to confer any rights to return on District or County employees. Sick or vacation leave or years of service credit at the East Side Union High School District, Santa Clara County Office of Education, or any school district shall not be transferred to the Charter School.

A former employee of any school district shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the charter school that are outlined in law.

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## ELEMENT N: DISPUTE RESOLUTION

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”*

- California Education Code Section 47605(b)(5)(N)

### Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the [County](#), (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. The Charter School understands that agreement to a dispute resolution process must be bilateral and the Charter School cannot unilaterally bind the County to a specific procedure. As such, the following represents the Charter School's proposed process for resolving disputes between the [County](#) and the Charter School. The Charter School agrees that this process may be revised as agreed upon by the [County](#) and Charter School in a mutually agreed upon MOU.

### Public Comments

The staff and Board and [Santa Clara County Office of Education](#) agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### Disputes Arising from within SPS: Tahoma

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the School. The [Santa Clara County Office of Education](#) shall not intervene in any such internal disputes without the consent of the Board of Directors of the Charter School and shall refer any complaints or reports regarding such disputes to the Board of Directors or the Executive Director for resolution in keeping with the School's policies. The [County](#) agrees not to intervene or become involved in the dispute unless the dispute has given the [County](#) reasonable cause to believe that a violation of the material provisions of the charter or related laws or agreements has occurred, or unless the Board of Directors of the school has requested the [County](#) to intervene in the dispute.

### Disputes Between SPS: Tahoma and the [Santa Clara County Office of Education](#)

The School and the [County](#) will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

- **Actions That Could Lead to Revocation: Charter School Due Process**  
In the event that the [County](#) determines that the School has engaged in an act that could lead to revocation of the charter, the [County](#) and the Charter School shall have a face to face meeting within 10 days of the Superintendent's and/or designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the

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Superintendent of the [County](#) or designee and the School's Executive Director. If after such meeting, the [County](#) Board determines that a violation has occurred which requires a cure, the [County](#) Board may act to send a formal written notification to the School outlining the alleged violation and demanding the violation be cured in accordance with Education Code Section 47607. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the [County](#), the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion. Thereafter, if necessary, revocation of the charter may be commenced by the [County](#) Board of Education in accordance with Education Code Section 47607 or applicable law.

- Disputes not Leading to Revocation: Dispute Resolution  
In the event that SPS: Tahoma and the [Santa Clara County Office of Education](#) have disputes regarding the terms of this charter or any other issue regarding the School and the District's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between SPS: Tahoma and the [County](#), the staff and Board of the school and the [County](#) administration agree to first frame the issue in written format and refer the issue to the Superintendent of the [County](#) and the Executive Director of SPS: Tahoma. The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses and phone numbers of designated representatives of the party; (2) a statement of the facts of the dispute, including information regarding the parties attempts to resolve the dispute; (3) the specific sections of the charter, memorandum of understanding, law etc. that are in dispute; and (4) the specific resolution sought by the party. Within ten days from receipt of the notice of dispute the representatives from the Charter School shall meet with representatives from the [County](#) in an informal setting to try to resolve the dispute.

If the informal meeting fails to resolve the dispute the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven days to assist the parties in resolving the dispute. The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than 45 days after receipt of the request for appointment. If the State Mediation and Conciliations Service is not available the parties shall mutually agree upon a mediator. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party at least five (5) business days before the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross-examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the [County](#) and the Charter School. If the [County](#) and the Charter School fail to meet within the specified time line, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares the parties at impasse, either party may terminate mediation and may pursue its dispute as otherwise allowed by law.

All costs of the mediation, including but not limited to, the mediators' fees, per diem, travel, and subsistence expenses, and the costs, if any, of the location for mediation, shall be borne equally by the [County](#) and the Charter School.

All timelines and procedures for mediation as described herein may be revised by mutual agreement.

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This dispute resolution procedure shall not apply to any request for equitable or injunctive relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to obtain equitable or injunctive relief, neither party may commence a civil action with respect to the matters submitted to dispute resolution until that process is complete.

## **ELEMENT 0: PUBLIC SCHOOL EMPLOYER**

*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.”*  
*- California Education Code Section 47605(b)(5)(O)*

For the purposes of the Educational Employment Relations Act (“EERA”), Summit Public Schools as the California non-profit public benefit corporation operating SPS: Tahoma is deemed the exclusive public school employer of the employees of the charter school. Thus, the collective bargaining contracts of local school districts [or the county office of education](#) shall not be controlling. SPS: Tahoma recognizes the employees’ rights under the EERA provisions to organize for collective bargaining.

Persons employed by the school are not considered employees of the East Side Union High School District [or Santa Clara County Office of Education](#) for any purposes whatsoever.

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Submitted to the Santa Clara County Office of Education

## **ELEMENT P: CLOSURE PROTOCOL**

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.”*

*- California Education Code Section 47605(b)(5)(P)*

The following procedures shall apply in the event the charter school closes. The following procedures apply regardless of the reason for closure.

Closure of the school shall be documented by official action of the Board of Summit Public Schools. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board of Directors will promptly notify parents and students of the School, the Santa Clara County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board shall ensure notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s student record. This notice shall be provided promptly, within 10 business days following the Board's decision to close the school.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the close out process, all pupil records shall be maintained by the "responsibility entity" designated by the Board. SPS: Tahoma shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the "responsibility entity" designated by the Board.

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

The School will ask the County to store remaining original records of Charter School students. All records of the School shall be transferred to the County upon School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

As soon as reasonably practical, the school shall prepare final financial records. The school shall also have an independent audit completed within six months after closure. The school shall pay for the final audit. The audit shall be prepared by a qualified CPA selected by the school and shall be provided to the County Office of Education, and California Department of Education promptly upon completion.

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The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SPS: Tahoma.

SPS: Tahoma will complete and file any annual reports required pursuant to Education Code section 47604.33 [and complete necessary academic reporting](#).

On closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, shall remain the sole property of Summit Public Schools and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the authorizer or authorizer property will be promptly returned upon School closure to the authorizer. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Summit Public Schools shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

As Summit Public Schools is organized as a nonprofit public benefit corporation under California law, if Summit Public Schools will dissolve along with the Charter School, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix W, the School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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# **FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY**

## **Budget**

*“...provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.”*

*- California Education Code Section 47605(g)*

SPS: Tahoma’s budget is based upon Summit Public School’s [experience of operating successful schools across the Bay Area from 2003 through 2015](#). The five year budget, cash flow and assumptions can be found in Appendix W.

The budget demonstrates that when the school is fully enrolled with 405 students, the school will [primarily](#) operate its basic program on the general purpose entitlement, categorical block grant revenue and Title funding amounts [with minimal need for private fundraising](#).

## **Financial Reporting**

Summit Public Schools fiscal control policies and procedures (Appendix X) will be used to guide SPS: Tahoma’s operation. The fiscal policies have been adopted by the Board of Summit Public Schools and reviewed by [the independent financial auditors of Summit Public Schools](#). SPS: Tahoma shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

## **Insurance**

Summit Public Schools agrees that it will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of SPS: Tahoma. Currently, [Summit Public Schools](#) and numerous other California charter schools are covered by [CharterSAFE](#), which offers [comprehensive insurance](#) to charter schools. It is SPS: Tahoma’s intention to secure coverage with this provider, unless a more prudent option is discovered. A summary of Summit Public Schools’ coverage is included in Appendix Y, as an example of what SPS: Tahoma will expect for coverage.

## **Facilities**

SPS: Tahoma will operate within the boundaries of East Side Union High School District. SPS: Tahoma wishes to be located on the East Side of San Jose, California. This location is ideal for the student population the school seeks to serve. A description of SPS: Tahoma’s anticipated facility requirements is included in Appendix Z.

## **Transportation**

The school does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student’s IEP which shall be handled in accordance with the MOU between SCCOE and SPS: Tahoma if the school operates as a public school of the authorizer for special education purposes, but solely by SPS: Tahoma in accordance with

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SELPA policy and the IDEIA once SPS: Tahoma becomes an LEA and a member of the SELPA as intended by this charter.

## **IMPACT ON THE CHARTER AUTHORIZER**

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

### **Potential Civil Liability Effects**

#### **Intent**

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District or [SCCOE](#).

#### **Civil Liability**

SPS: Tahoma shall be operated by a California non-profit public benefit corporation, Summit Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to the Education Code Section 47604(c), the District and SCCOE shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the SCCOE has complied with all oversight responsibilities required by law. SPS: Tahoma shall work diligently to assist the SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other SCCOE-requested protocol to ensure the SCCOE shall not be liable for the operation of SPS: Tahoma.

Further, Summit Public Schools and SCCOE shall enter into a memorandum of understanding, wherein SPS: Tahoma shall indemnify SCCOE for the actions of SPS: Tahoma under this charter.

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

SCCOE shall be named an additional insured on the general liability insurance that Summit Public Schools maintains for the operation of SPS: Tahoma.

The Board of Summit Public Schools will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

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## CONCLUSION

By approving this charter the [Santa Clara County Office of Education](#) will be fulfilling the intent of the California Legislature.

*Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

*(a) Improve pupil learning.*

*(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*

*(c) Encourage the use of different and innovative teaching methods.*

*(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.*

*(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*

*(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*

*(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

SPS: Tahoma pledges to work cooperatively with SCCOE to answer any concerns over this document and to present SCCOE with the strongest possible charter proposal requesting a five-year term [through June 30, 2021](#). Approval of the charter shall be governed by the standards and criteria in Education Code Section [47605](#).

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District: **East Side Union High School District**  
 County: **Santa Clara County**

Type: <b>High School</b> Total number of students: <b>26,760</b> 10-Year Enrollment Trend: <b>+5%</b>	# of District High Schools: <b>11</b>	# of Charter Schools: <b>11</b> # of Charter Schools that offer/plan to offer 9th grade: <b>9</b>
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Student Demographics <sup>1</sup>	Academic Performance	College Readiness <sup>2</sup>
<p><b>61%</b> Traditionally underrepresented in college</p> <p>7% Filipino            52% Hispanic            3% African American</p> <p><b>36%</b> Traditionally majority represented in college</p> <p>29% Asian            6% White</p> <p><b>50%</b> Qualifying for Free and Reduced Lunch (equivalent to a family of four earning \$44,000 or less per year)</p> <p><b>20%</b> English Learners</p> <p><b>8%</b> Special Education (of 9th-12th graders)</p>	<p><b>751</b> District Growth API 2013</p> <p><b>201</b> Points Gap in API performance between largest underrepresented group and largest majority represented</p>	<p><b>For Cohort of Entering 9th Grade Students:</b></p> <p><b>8%</b> Dropout</p> <p><b>83%</b> Graduate</p> <p><b>35%</b> UC Eligible</p>

Likely Percentage of Underserved Students
<p><b>65%</b> underserved            (any student who leaves the K-12 system unqualified to attend a four year college or university)</p>

Source: California Department of Education

<sup>1</sup> Based on 2014-15 enrollment  
<sup>2</sup> Based on 2013-14 cohort outcome data

## Appendix B – Sample Bell Schedule

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>9:00 - 10:35</b>	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)
<b>10:40 - 11:10</b>	Summit Reads/Solves	Summit Reads/Solves	Summit Reads/Solves	Summit Reads/Solves
<b>11:10 - 11:25</b>	Break	Break	Break	Break
<b>11:25 - 1:00</b>	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)
<b>1:00 - 1:35</b>	Lunch	Lunch	Lunch	Lunch
<b>1:35 - 2:05</b>	Summit Reads	Summit Reads	Summit Reads	Summit Reads
<b>2:10 - 3:45</b>	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)	Project Time (e.g. Math, ELA, Social Studies, Science, or Spanish)
<b>3:50 - 4:00</b>	Community	Community	Community	Community

	<b>Friday</b>
<b>9:00 - 10:05</b>	Community
<b>10:10 - 11:05</b>	Progress check / Mentor time / Personalized Learning
<b>11:05 - 11:20</b>	Brunch
<b>11:20 -12:15</b>	Progress check / Mentor time / Personalized Learning
<b>12:20 - 1:15</b>	Progress check / Mentor time / Personalized Learning
<b>1:15 - 1:50</b>	Lunch
<b>1:50 - 2:45</b>	Progress check / Mentor time / Personalized Learning
<b>2:50 - 3:45</b>	Progress check / Mentor time / Personalized Learning
<b>3:50 - 4:00</b>	Community

# Summit Public School: Tahoma Calendar 2015-16

## 2015-2016 School Calendar

July 2015						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	PLP	26
27	28	29	30			

October 2015						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						






February 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

	School Closed		All Organization Day
	PLP Meeting Day		Expeditions
	First and Last Day of Semester		

# Narrative Description of a Typical Day for a Student

## Average Student

The school opens at 7am<sup>1</sup> each morning. The student will arrive between 7am and 8:10am. Prior to the start of class the student may utilize the computers or study spaces to complete homework, work with peers or group work partners or to meet with a teacher. At 8:15am the student will begin his first class. Between 8:15 and 12:20pm the student will engage in two blocks of instruction. After lunch between 1pm and 2:55pm the student will engage in the third block of instruction for the day. The first block of instruction will focus on English/Language Arts and Social Science. During the second block the student will have a science and Spanish course and in the third block the student will have a math course and an Independent Learning period. During the Independent Learning period, the student will be instructed as to how to form study groups and receive and give appropriate help and support to peers. Students are taught and monitored by a member of the faculty and required to complete as much coursework as possible during this period, implementing the taught strategies. The average student will likely complete assignments for two classes. Students are encouraged to work on the most difficult subjects and assignments while they have access to peers and faculty members.

Depending upon the curriculum objectives, the classes may be organized into groups of twenty-five with each teacher for approximately 55 minutes. Alternatively, the teachers may combine the classes and team teach all 50 students for two hours, or each teacher may keep 25 students for two hours on one day and switch with the teaching partner the next day to see the other 25 students for two hours. There are even ways that the teachers rotate the blocks, so for example the math and science teacher can teach joint lessons. There are an endless number of combinations that are used to maximize the objectives and goals of the lessons for each course and to realize the interdisciplinary curriculum that is designed by all of the teachers of a grade level.

In the classroom, students will regularly be engaged in group work activities where the teacher facilitates active learning and inquiry. Students will be asked to read, write, listen, speak, present, and discuss throughout the lessons and day. On this day the student might attend a joint lesson in history and social science where the English Language Arts teacher is focusing on the standards involving research and the history teacher is teaching about the Vietnam war in a jointly planned lesson and culminating project. The students will also be reading and analyzing *The Things They Carried* by Tim O'Brien.

Teachers will utilize pre-assessment information to guide expectations for individual students' level of mastery on the standards for each unit, which must be at least basic, and can range to proficient or advanced. Multiple methods for assessing mastery are regularly offered, and often students will have choices. Typical assessments will include written exams, oral exams, projects, essays, presentations, Socratic seminars, experiments, and lab reports. All students are given 100% extended time on classroom assessments. A student will never have more than one assessment or major mastery assignment on a single day. All grade level teachers work together to ensure that all assessments and major assignments are evenly distributed throughout the semester, and that the student will have approximately 30 minutes of work to be completed outside of the classroom each day, including studying and preparing for assessments.

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<sup>1</sup> Note that times may vary depending on the daily start time at the campus.

The student will have lunch on the campus between 12:20 and 1pm. The student may bring his lunch or purchase a school lunch from the school lunch caterer. During this time the student will be encouraged to socialize and engage in school clubs or activity meetings.

At 2:55pm, the student will report to his mentor meeting location. Each student has a mentor who is a faculty member. The mentor will meet with his approximately 16 mentees for ten minutes at the end of each day, with the exception of Wednesday when the mentor meets with the group for 90 minutes. During this time the mentor will share school announcements, facilitate a 10 minute academic literacy lesson, engage the students in a "check-in" to gauge their mood, stress, and needs, or accompany them to an all school meeting where students are recognized for displaying good character or academic performance. Additionally, the mentor will check each student's Personalized Learning Plan. If the student is required to stay after school, the mentor will escort that student to the assigned room and check him in with the supervising faculty member.

The average student will periodically attend his teacher's office hours between 3:15 and 5:15pm to ask individual questions or receive help. The student will have approximately 90 minutes of homework to complete after 3:15pm having completed 60 minutes during the Independent Learning time during the school day. This student will likely access the PowerSchool system to check the homework assignments or access the handouts and materials. Additionally, the student and his parents will use this system to track his current grades, attendance and due dates.

This student may also participate on a school athletic team or go to a partner gym for physical activity. The remainder of the student's time for that day will be spent on activities ranging from a part-time job to clubs or community service, all of which will be documented in the student's Personalized Learning Plan (PLP) which is completed at the start of each school year and monitored by the student and his mentor.

### **At-Risk Student / Low Achieving**

This student's daily experience will be similar to the average student's experience with differences described in the following paragraphs.

During the development of this student's Personalized Learning Plan (PLP), the student, parent and mentor will agree to a daily and weekly schedule designed to support the student to succeed. The schedule will reflect the individual's needs, but will likely include one or more mandatory supports that the student will access on a daily basis.

It is probable that this student will commit to remaining at school until 5:15pm each day to complete his homework with the assistance of his teachers, mentor, or tutors. The student will attend all office hour sessions and will regularly work with tutors. If the student misses a session the mentor will call home to notify the parent and together they will work to ensure the student is in attendance going forward.

This student will attend additional instructional sessions led by the faculty members and held before school, on Friday afternoon or on Saturday. Additionally, this student will use time during the school day while all students are working on building literacy and numeracy to work with a teacher and small class size to continue building their skills. During these sessions the teachers will work with small groups of students on skill remediation. The student will likely enroll in a Math Support Class which may be taken during the Independent Learning hour. A dedicated math teacher will lead this small, mixed grade level class which is designed to remediate math skills and support the course work the students are currently completing. It is

also designed to ensure that the students have the skill and knowledge to successfully pass the California High School Exit Exam.

If the student is not experiencing success, all of the student's teachers and an administrator will meet with the student and/or his parents for an "intervention meeting." During the intervention meeting the team will discuss the barriers to success and devise a response plan that identifies what actions will be taken, who is responsible, the expected results, and a six to eight week timeline for reassessing the student's progress. At the end of six to eight weeks the team will reconvene and assess if the plan is working. If it is working the team will likely keep the existing supports in place because they are achieving success. If it is not working, the team will determine if it is because the responsibilities are not being carried out or if additional or different supports are needed. The team will make appropriate adjustments and plan to reconvene in six to eight weeks to reassess. If at this time the team meets and determines that all of the supports have been implemented and the student is still not successful, the team will recommend that the student is assessed for a suspected learning disability.

It is likely that this student will not have demonstrated mastery of all required content for each course at the end of the semesters. If this is the case, the student will be required to attend review sessions facilitated by each teacher during the Intersession periods. During these sessions the teacher will work with individual and small groups of students to help them achieve a conceptual understanding and basic mastery of all content from that semester.

Sometimes the students may not be able to achieve mastery by the end of an intersession period. In these cases, the student is given an Incomplete for the semester grade and a contract is developed to specify exactly what must be done to clear the incomplete and receive a passing grade. The contracts are individualized, but typically if the grade is in a first semester course, it will be cleared after successfully completing the second semester. The curriculum builds, and so the teacher will differentiate the assignments and assessments in the second semester, so the student can continue to work on the mastery of the first semester, while applying the knowledge to the second semester. This student may have additional assessments as a part of the units that reassess the skills from the previous semester. The student will be supported to master the material in office hours and through the support of tutors and extra sessions. If the grade is for a second semester, often the student will enroll in a summer school course. The work completed in that course will be used to assess mastery of the required skills and clear the incomplete or the course will be accepted for transfer credit and recorded on the transcript to fulfill the graduation and college entrance requirement.

### **Special Education**

Depending upon the student's disability and goals, this student's daily experience will be similar to either the average or the at-risk student's experience with differences described in the following paragraphs.

During the daily Independent Learning period this student will likely meet with a special education service provider to receive services. The most common service will be Resource Teacher support which will range from individual to small group instruction designed to support the achievement of the IEP goals. However, some students will meet with a speech and language specialist, occupational therapist or school psychologist. If the student experiences difficulty or a disability in math, he/she will attend the math support class described in the at-risk narrative. This may occur during the Independent Learning period or the student's graduation requirements may be modified to require, for example, only two years of Language other than English, so as to free a period for the support class.

The student's case manager will regularly check in with the student before and after school and will maintain regular communication with the student's parents or guardians.

This student will receive accommodations and modifications in the regular classroom settings and on standardized tests in accordance with his IEP.

### **High Achieving**

This student's daily experience will be similar to the average student's experience with differences described in the following paragraphs.

Throughout the day, this student will be challenged to explore and master the content of his courses at a deeper level, not through additional work, but through differentiated assignments and through his role in group work. This will be planned in coordination with the student's mentor and recorded in the Personalized Learning Plan.

Additionally, this student will be invited to use the intersession and summer to complete additional units of independent study that extend the curriculum and prepare the student to earn a higher score on the advanced placement exams. Faculty members will hold special review and study sessions during these times to support the students. While the average student will likely take two or three AP exams during his four years, the high achieving student will probably take between five and seven different exams.

### **English Learner**

Depending upon the student's language proficiency, this student's daily experience will be similar to either the average or the at-risk student's experience with differences described in the following paragraphs.

All of this student's teachers are trained in SDAIE methodology and credentialed to teach EL students. The curriculum has been written to incorporate SDAIE methodology. For example, directions and instructions in the class will be given in multiple modes (oral, written, modeled). EL students will be assigned to groups in which at least one other student speaks his first language. The teacher will either in class or during office hours pre-teach key vocabulary and concepts. EL students will be given reading guides or scaffolds for textbook and primary source readings and for writing assignments. The student will be given multiple methods for demonstrating conceptual understanding on assessments that is separate from English Language performance.

During the Independent Learning period the student will likely enroll in an English Language support class focused on developing language capacity and skills. Additionally, the student will attend the additional sessions designed to build skill.

The student will be strongly encouraged to take summer school courses to continue his language development throughout the entire year.

## Summit Public Schools Cognitive Skills Rubric

Dimension		High-level Description	References to Standards
Textual Analysis (Close Reading)	Theme/Central Idea	Determining <u>theme(s)/central idea(s)</u> and explaining how they develop and interact in a text	CCSS.ELA-LITERACY.CCRA.R.2
	Point of View/Purpose	Understanding the <u>point of view</u> or purpose/intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text	CCSS.ELA-LITERARY.CCRA.R.6
	Development	Analyzing the development of events, individuals, and ideas/concepts over the course of a text	CCSS.ELA-LITERACY.CCRA.RI.3
	Structure	Analyzing an author's structural writing choices and how they affect the clarity and effectiveness of arguments, explanations, or narratives	CCSS.ELA-LITERACY.CCRA.RI.5
	Word Choice	Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium	CCSS.ELA-LITERACY.CCRA.RI.4
Using Sources	Selecting Relevant Sources	Selecting sources that support answering a particular research question with <u>relevant, credible</u> information	C3 Framework for Social Studies (D2.His.4-9)
	Contextualizing Sources	Recognizing how a source is situated within the world of its origin (time period, location, culture, etc.) and explaining how the meaning of the source is shaped by those conditions	C3 Framework for Social Studies (D2.His.4-9)
	Synthesizing Multiple Sources	Synthesizing information across multiple sources to support an argument or explanation	
Inquiry	Asking questions	Developing focused, answerable inquiry and research questions	NGSS Science Practice 1: Asking Questions and Defining Problems. CCSS.ELA-LITERACY.CCRA.W.7
	Hypothesizing	Developing hypotheses and predictions	NGSS Science Practice 1: Asking Questions and 3: Planning and Carrying Out Investigations
	Designing Processes and Procedures	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations	NGSS Science Practice 3: Planning and Carrying Out Investigations



## Summit Public Schools Cognitive Skills Rubric

	Dimension	High-level Description	References to Standards
Analysis & Synthesis	<b>Identifying Patterns and Relationships</b>	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem	<b>NGSS Science Practice 4: Analyzing and Interpreting Data</b>
	<b>Comparing/Contrasting</b>	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	
	<b>Modeling</b>	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions ***"Concepts," in this dimension, refers to abstract situations/information, processes, and systems	<b>NGSS Science Practices 2: Developing and Using Models. CCSS Math Practice 4: Model with Mathematics.</b>
	<b>Interpreting Data/Info</b>	Developing justifiable interpretations of data and/or information from sources	<b>NGSS Science Practice 4: Analyzing and Interpreting Data. CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.</b>
	<b>Making Connections &amp; Inferences</b>	Connecting ideas and making inferences based on evidence or reasoning	<b>CCSS.ELA-LITERACY.CCRA.R.1</b>
	<b>Critiquing the Reasoning of Others</b>	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	<b>CCSS.ELA-LITERACY.CCRA.R.8 and CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others</b>
	<b>Justifying / Constructing an Explanation</b>	Using logic and reasoning to justify a response or explain a phenomenon	<b>NGSS Science Practice 6. Construction Explanations and Designing Solutions, and CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.</b>

## Summit Public Schools Cognitive Skills Rubric

	Dimension	High-level Description	References to Standards
Composing / Writing	<b>Argumentative Claim</b>	Developing a strong argument through clear, well-sequenced claims in argumentative writing or speaking	<b>CCSS.ELA-LITERACY.CCRA.W.1</b>
	<b>Informational / Explanatory Thesis</b>	Constructing explanations or conveying ideas and information through clear, well-organized main and supporting ideas	<b>CCSS.ELA-LITERACY.CCRA.W.2</b>
	<b>Narrative</b>	Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)	<b>CCSS.ELA-LITERACY.CCRA.W.3, CCSS English Language Arts Appendix A</b>
	<b>Counterclaims</b>	Acknowledging and developing alternate or opposing positions	<b>CCSS.ELA-LITERACY.CCRA.W.1</b>
	<b>Selection of Evidence</b>	Using relevant and sufficient <u>evidence</u> to support claims** <i>**In this dimension, which can be applied to both argumentative and explanatory tasks, "claims and subclaims" may also refer to theses/main ideas and supporting ideas.</i>	<b>CCSS.ELA-LITERACY.CCRA.W.1 and 2</b>
	<b>Explanation of Evidence</b>	Analyzing how the selected evidence supports the writer's statements (e.g., claims, subclaims, counterclaims, main ideas, supporting ideas, inferences)	<b>CCSS English Language Arts Appendix A, Definitions of the Standards' Three Text Types</b>
	<b>Integration of Evidence</b>	Representing evidence objectively and accurately (via appropriate quotation, summary, and/or paraphrase) and integrating evidence smoothly and strategically to support an argument, explanation, or analysis	<b>CCSS.ELA-LITERACY.CCRA.W.8</b>
	<b>Organization (Transitions, Cohesion, Structure)</b>	Using paragraph/section structure and transitions to communicate with clarity and coherence	<b>CCSS.ELA-LITERACY.CCRA.W.4</b>
	<b>Introduction and Conclusion</b>	Framing a composition with an effective introduction and conclusion, including using the concluding paragraph(s) to extend ideas	<b>CCSS.ELA-LITERACY.CCRA.W.1 and 2</b>
Speaking & Listening	<b>Discussion / Contribution</b>	Communicating ideas and contributing to discussion through questioning, connecting, and probing	<b>CCSS.ELA-LITERACY.CCRA.SL.1</b>
	<b>Preparation</b>	Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions)	<b>CCSS.ELA-LITERACY.CCRA.SL.1</b>
	<b>Norms / Active Listening</b>	Using roles and norms to support collegial discussions and completion of group work	<b>CCSS.ELA-LITERACY.CCRA.SL.1</b>

## Summit Public Schools Cognitive Skills Rubric

	Dimension	High-level Description	References to Standards
<b>Products &amp; Presentations</b>	<b>Style and Language (Tone, Academic Language, Syntax)</b>	Using appropriate style in a written product, including academic language, tone, and syntax	<b>CCSS.ELA-LITERACY.CCRA.L.3, CCSS.ELA-LITERACY.CCRA.L.6</b>
	<b>Oral Presentation</b>	Using appropriate public speaking strategies to engage the audience and communicate points	
	<b>Multimedia in Written Production</b>	Integrating technology to create high-quality written products	<b>CCSS.ELA-LITERACY.CCRA.W.6</b>
	<b>Multimedia in Oral Presentation</b>	Integrating technology to create high-quality spoken presentations	<b>CCSS.ELA-LITERACY.CCRA.SL.5</b>
	<b>Conventions</b>	Using discipline-appropriate conventions to support clear expression of ideas and information	<b>CCSS.ELA-LITERACY.CCRA.L.1, CCSS.ELA-LITERACY.CCRA.L.2</b>
	<b>Precision</b>	Expressing ideas and information with exactness, specificity, and refinement	<b>CCSS Math Practice 6: Attend to Precision</b>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Textual Analysis (Close Reading)	Theme / Central Idea	No evidence of identifying a <u>theme or central idea</u> in a text.	<b>Identifies a <u>topic</u></b> in a text and <b>identifies some details that are relevant to that topic.</b>	Identifies a <b>theme/central idea</b> in a text and identifies some details that are relevant to that <b>theme/central idea.</b>	Identifies a <u>theme/central idea</u> in a text and <b>provides a limited explanation of how that theme/central idea is developed through specific details.</b>
	Point of View/Purpose	No evidence of identifying the <u>point of view</u> or purpose or an author/speaker	<b>Describes author's/speaker's <u>point of view</u> or purpose generally or with some inaccuracy.</b>	<b>Accurately</b> describes author's/speaker's <u>point of view</u> or purpose and <b>generally explains how that point of view or purpose/intent is conveyed through details.</b>	Accurately describes author's/speaker's <u>point of view</u> or purpose and <b>clearly explains</b> how that point of view or purpose is conveyed and <b>developed through the use of relevant details in the text. Explains how author's point of view differs from others and, where applicable, how the author acknowledges and responds to conflicting evidence or viewpoints.</b>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Textual Analysis (Close Reading)	Theme / Central Idea	<p>Identifies a <b>major theme/central idea</b> in a text and provides an <b>accurate explanation</b> of how that theme/central idea is developed through specific details.</p> <p><b>Provides some explanation of how the <u>theme/central idea</u> interacts with supporting ideas or other elements in the text (e.g., setting, plot, character).</b></p>	<p>Identifies <b>multiple themes/central ideas</b> in a text and provides an <b>accurate analysis of their development and interaction with each other</b> and with supporting ideas or other elements in the text (e.g., setting, plot, character).</p>	<p>Identifies multiple <u>themes/central ideas</u> in a text and provides a <b>thorough, accurate</b> analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character).</p> <p><b>Where applicable, interprets theme/central idea through a critical lens or framework.</b></p>	<p>Identifies multiple <u>themes/central ideas</u> in a text and provides a <b>sophisticated</b> analysis of their development and interaction with each other and with supporting ideas or other elements in the text, <b>including an evaluation of which theme/central idea is the most significant and why.</b></p> <p>Where applicable, <b>persuasively</b> interprets theme/central idea through a critical lens or framework.</p>
	Point of View/Purpose	<p>Accurately describes author's/speaker's <u>point of view</u> or purpose and <b>analyzes</b> how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others, including <b>the limitations or biases of the author's/speaker's point of view.</b> Where applicable, explains how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Analyzes author's/speaker's <u>point of view</u>, including its development, limitations, biases, and differences from and responses to other points of view. <b>Explains how author/speaker uses rhetoric or differences in point of view to create <u>specific effects.</u></b></p>	<p>Analyzes author's/speaker's <u>point of view</u>, including its development, limitations, biases, and differences from and responses to other points of view. <b>Analyzes author's/speaker's use of rhetoric or differences in point of view to create <u>specific effects.</u> Analyzes the effect of cultural experience on author's/speaker's point of view.</b></p>	<p><b>All of Level 7 PLUS: Identifies cases where the rhetoric or the development of point of view is particularly effective and analyzes how the <u>point of view</u> and/or rhetoric contributes to the power, persuasiveness, or beauty of the text.</b></p>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Textual Analysis (Close Reading)	Development	No evidence of analysis of the development of an event, individual, or idea/concept.	Provides a general outline of the development of the key event(s), individual(s), or idea(s)/concept(s) in a text.	Uses specific information in a text to show how a key event, individual, or idea/concept is introduced, explained, and developed in the text.	Explains how events, individuals, and/or ideas/concepts interact within a text and contribute to the development of the storyline or theme/central idea. Analyzes how the text makes connections and distinctions between or among key events, individuals, and/or ideas/concepts.
	Structure	No evidence of structural analysis.	Describes the key organizing features of a text. Explains, in generalities, how a section of text relates to the whole text OR how sections of text relate to each other.	Accurately describes the key organizing features of a text. Explains how a particular sentence, paragraph, or section fits into the overall structure of a text and how it relates to the central idea/theme.	Accurately and thoroughly describes the key organizing features of a text. Analyzes how a particular sentence, paragraph, or section contributes to the development of the central idea/theme of a text.

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Textual Analysis (Close Reading)	Development	<p><b>Analyzes clearly and accurately</b> the development of a <b>complex</b> event, individual (e.g., someone with conflicting motivations) and/or idea/concept within a text. Analysis includes how the complex event, individual, and/or idea/concept is introduced, explained, and developed, and how it connects, is distinguished from, and interacts with other elements in the text.</p>	<p>Analyzes <u>clearly</u> and accurately how <b>a series of events or ideas/concepts unfolds</b> in a text, including when and how they are introduced and developed, the connections between/among them, and how they contribute to the development of the storyline or theme/central idea of the text.</p>	<p>Analyzes <u>clearly</u> and accurately how a <b>complex</b> series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/among them, and how they contribute to the development of the storyline or theme/central idea of the text.</p>	<p>Analyzes <u>clearly</u> and accurately the development (e.g., introduction, unfolding, connections, interactions) of a complex event, individual, and/or idea/concept <b>or</b> a series of complex events and/or ideas/concepts within a text. <b>Analysis includes an evaluation of the effectiveness of the development.</b></p>
	Structure	<p>Accurately and thoroughly describes the key organizing features <b>and sections</b> in a text. <b>Evaluates the effectiveness of a particular sentence, paragraph, or section in developing the central idea/theme.</b></p>	<p>Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of <b>particular sections in developing the central idea/theme of a text, as well as other key ideas/claims or elements</b> (e.g., tone, meaning) of a text.</p>	<p><b>Efficiently</b> describes the key organizing features and sections in a text. <b>Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative.</b></p>	<p>Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative, <b>including whether the structure helps makes points clear and/or convincing, and the text engaging. When applicable, proposes structural changes that could improve the development of the argument, explanation, or narrative.</b></p>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Textual Analysis (Close Reading)	Word Choice	No evidence of analysis of author's word choice.	Explains the difference between a connotative meaning and a denotative meaning of a word in a text. Describes, with some clarity, why an author would pick one word over another in a text.	Identifies words and phrases that impact the meaning or tone of the text; generally explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and/or technical meanings); provides a limited explanation of how those word choices impact meaning or tone in the text.	Identifies words and phrases that impact the meaning and/or tone of the text; <b>clearly and accurately explains</b> the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings); <b>explains the impact of those word choices on meaning and/or tone in the text.</b>
		Using Sources	Selecting Relevant Sources	Selected sources provide no relevant evidence, or sources lack credibility.	Selects sources that contain some information related to the research topic.



# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Textual Analysis (Close Reading)	Word Choice	Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). <b>Clearly explains</b> the impact of those specific word choices on the meaning and/or tone of the text. <b>Generally explains how specific word choices relate to context or medium.</b>	Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). <b>Explains the cumulative impact of those specific word choices</b> on the meaning and/or tone of the entire text. <b>Clearly</b> explains how specific word choices relate to context or medium.	Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). <b>Explains the impact of a pattern of word choices on meaning and/or tone, including how patterns of word choice relate to context or medium.</b> Where applicable, <b>generally explains how an author uses or refines the meaning of a key term/concept over the course of a text.</b>	Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (figurative, connotative, and technical meanings). <b>Analyzes the impact of a pattern of word choices on meaning and tone and the relationship between word choice and context or medium.</b> Where applicable, <b>clearly analyzes</b> how an author uses or refines the meaning of a key term/concept over the course of a text.
Using Sources	Selecting Relevant Sources	Selects sources that provide <b>detailed</b> , <u>credible</u> information <u>relevant</u> to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide detailed, <b>comprehensive</b> , <u>credible</u> information <u>relevant</u> to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide <b>nuanced</b> , comprehensive, <u>credible</u> information <u>relevant</u> to the research question. Where applicable, sources vary in perspective and/or format. <b>Any gaps or limitations in sources are noted.</b>	Selects sources that provide nuanced, comprehensive, <u>credible</u> information <u>relevant</u> to the research question <b>at a level of detail and complexity appropriate to the audience and purpose of the research.</b> Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted <b>and the impact of those gaps and limitations is discussed.</b>

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Using Sources	Contextualizing Sources	No evidence of contextualizing sources.	Provides <b>partial or inaccurate information about a source's time and place of origin.</b>	Provides <b>accurate</b> information about a source's time and place of origin.	Provides accurate information about a source's time and place of origin and <b>provides some information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin.</b>
	Synthesizing Multiple Sources	No evidence of synthesizing information from multiple sources. One source dominates the work.	<b>Information from more than one source is used to support an argument or explanation.</b>	Information from more than one source is used to support an argument or explanation. <b>Sources are described and discussed, but rarely discussed in relation to each other.</b>	<b>Connections among sources are made by comparing information from multiple sources and/or comparing the type of sources (e.g., format, genre, time period, etc.).</b>
Inquiry	Asking questions	No evidence of asking questions	<b>Questions are peripheral to a given topic.</b>	Questions are <b>relevant</b> to specific topic.	Questions are <b>relevant</b> to a specific topic <b>and are testable or researchable.</b>

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Using Sources	Contextualizing Sources	Provides <b>accurate</b> information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin. <b>Makes connections between these conditions and the contents of the source.</b>	Provides accurate, <b>relevant</b> information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, <b>including (where relevant) events and conditions leading up to or immediately following the source's creation. Generally explains how these conditions shape the meaning or significance of the source.</b>	Provides accurate, <b>relevant</b> information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. <b>Clearly explains</b> how these conditions shape the meaning or significance of the source.	Provides <b>thorough, relevant</b> information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. <b>Uses analysis of these conditions to strengthen and refine an argument or explanation.</b>
	Synthesizing Multiple Sources	Connections among sources are made by <b>grouping similar information/positions from multiple sources</b> or <b>identifying significant differences between sources</b> (in content and/or type).	<b>Information from multiple sources is compared and grouped to deepen or extend an argument or explanation.</b>	Information from multiple sources is compared, grouped, <b>and synthesized with the student's own claims or ideas to form a cohesive, supported argument or explanation.</b>	<b>Significant and nuanced connections are made among the sources</b> and synthesized with the student's own claims or ideas to form a cohesive, supported, <b>compelling</b> argument or explanation.
Inquiry	Asking questions	Questions are <b>valid</b> , testable or researchable, and <b>based on patterns or observations.</b>	Questions are valid, <b>focused</b> , testable or researchable, based on patterns/observations, <b>current research, and/or a specific model or theory.</b>	Questions are valid, <b>precise</b> , testable or researchable, and based on patterns/observations, <b>specific evidence from current research, and/or a specific model or theory.</b>	Questions are valid, <b>precise</b> , testable or researchable, based on patterns/observations, specific evidence from current research and/or a specific model or theory, and <b>push standard thinking on a given topic or in a particular discipline.</b>

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Inquiry	Hypothesizing	No evidence of hypothesis or prediction.	<b>Provides a prediction or guess for a hypothesis with limited relationship to the question under investigation.</b>	Provides a prediction or <b>early hypothesis</b> with <b>some relationship</b> to the question under investigation.	<b>Articulates a relevant prediction of the expected results</b> with relation to the question under investigation, but <b>variables are <u>unclearly</u> stated.</b>
	Designing Processes and Procedures	No evidence of an action plan to address the problem/prompt	<b>Generates one or more steps to approach a problem/prompt; steps may be out of order or may not fully address the prompt.</b>	<b>Identifies a starting point</b> to address a problem/prompt and <b>creates useful follow-up steps</b> , though steps may be out of order or may not fully address the prompt.	Identifies a starting point to address a problem/prompt and <b>organizes useful follow-up steps in a logical, sequential order.</b> May not fully address the prompt.
Analysis & Synthesis	Identifying Patterns and Relationships	No evidence of analyzing information or identifying patterns.	<b>Information is organized into structures, but structures are not useful. Only simple patterns are identified, or more complex patterns are identified incorrectly.</b>	Organizes information into <b>mostly useful</b> structures. <b>Identifies patterns with some inaccuracies.</b>	Organizes information into mostly useful structures and <b>accurately identifies patterns.</b>

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Inquiry	Hypothesizing	Constructs a <b>testable hypothesis</b> about the investigated question, <b>with a basic description of the variables</b> ("if.. then..."). <b>Hypothesis relates to observation, research, or scientific principle.</b>	Constructs a <b>clear</b> , testable hypothesis about the investigated question, with an <b>accurate description</b> of the variables ("if... then..."). <b>Hypothesis is based on observation, research, scientific principle, model, or theory.</b>	Constructs a <b>precise</b> , testable hypothesis about the investigated question, with an accurate <b>explanation</b> of the relationship between variables ("if... then... <b>because...</b> ") <b>Hypothesis is based on observation, research, scientific principle, model, or theory.</b>	Constructs a <b>precise</b> , testable, and <b>insightful</b> hypothesis about the investigated question, with accurate <b>and thorough</b> explanation of the relationship between variables ("if... then... because"). <b>Hypothesis is based on observation, research, scientific principle, model, or theory.</b>
Inquiry	Designing Processes and Procedures	Creates an <b>orderly action plan</b> that addresses all aspects of a problem/prompt with some inefficiencies.	Creates a <b>clear</b> and orderly action plan that is <b>mostly replicable</b> and addresses all aspects of a problem/prompt in an <b>efficient way. Includes a rationale for some steps or aspects of the plan.</b>	Creates a <b>clear, detailed</b> action plan that is <b>fully replicable</b> and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for <b>several</b> steps or aspects of the plan. <b>Where applicable, includes some alternate or contingency plans.</b>	Creates a <b>clear, detailed, fully replicable</b> action plan to address a problem/prompt <b>as efficiently as possible.</b> Includes a rationale <b>for the complete plan.</b> Where applicable, <b>acknowledges potential weaknesses or limitations</b> of the plan and includes <b>thorough</b> alternate or contingency plans.
Analysis & Synthesis	Identifying Patterns and Relationships	Organizes information into <b>useful</b> structures. Accurately identifies patterns <b>and some relationships among patterns.</b>	Organizes information into useful structures. Accurately identifies <b>significant/relevant</b> patterns and <b>relationships among patterns.</b>	Organizes information into useful structures. <b>Identifies and explains</b> significant/relevant patterns and the relationships among patterns. <b>Makes note of examples and data that do not fit the pattern(s) or relationship(s).</b>	Organizes information into useful structures. Identifies and explains significant/relevant patterns and relationships among patterns. <b>Identifies and explains</b> examples and data that do not fit the pattern(s) or relationship(s).

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Analysis & Synthesis	Comparing/ Contrasting	No evidence of comparing/contrasting.	Identifies <b>minor or surface-level similarities and/or differences.</b>	Identifies <b>significant</b> similarities and differences.	Identifies significant similarities and differences <b>relevant to a specific claim/main idea/thesis.</b>
Analysis & Synthesis	Modeling	No evidence of using models, visuals, or symbols to represent concepts.	Identifies <b>surface level components of a concept and develops an accurate visual or model; key features of the concept are missing or only partially represented.</b> <b>OR</b> <b>Most key features are represented, with inaccuracies.</b>	Identifies <b>general components</b> of a concept and develops a <b>partially accurate</b> visual and/or model <b>to represent some key features.</b>	Identifies <b>specific components</b> of a concept and develops an <b>accurate</b> visual and/or model to represent <b>most key features.</b>

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Analysis & Synthesis	Comparing/Contrasting	Identifies significant similarities and differences <u>relevant</u> to a specific claim/main idea/thesis. <b>Explains in a limited way why the similarities/differences are meaningful within the frame of reference (i.e., the claim/main idea/thesis).</b>	<b>Analyzes or evaluates</b> significant similarities and differences <u>relevant</u> to a specific claim/main idea/thesis. <b>Thoroughly explains</b> why the similarities/differences are meaningful within the frame of reference.  <b>Organizes points of comparison in a logical way.</b>	Analyzes or evaluates significant similarities and differences <u>relevant</u> to a specific claim/main idea/thesis, <b>including an explanation of how the similarities/differences support a specific claim/main idea/thesis.</b>  Organizes points of comparison in a way that <b>supports understanding and analysis.</b>	Analyzes or evaluates significant similarities and differences <u>relevant</u> to a specific claim/main idea/thesis, including an explanation of how the similarities/differences <b>refine or sharpen a specific claim/main idea/ thesis.</b>  Organizes points of comparison in a way that <b>best highlights and frames similarities and differences for analysis and understanding.</b>
	Modeling	Identifies <b>significant</b> components of a concept and develops an accurate visual and/or model to represent <b>key features</b> . <b>Visual or model begins to make visible the relationship of the components to the whole.</b>	Identifies significant components of a concept and develops accurate <b>visual(s) and/or model(s)</b> to represent key features. Visual(s) or model(s) <b>highlight</b> the relationship of the components to the whole and <b>makes visible the relationships among components.</b>	Identifies significant components of a <b>complex concept</b> and develops accurate visual(s) and/or model(s) to represent key features. Visual(s) or model(s) <b>highlight</b> the relationships of the components to the whole <b>and</b> the relationships among components. <b>Model allows for manipulation and/or testing of a proposed idea, process, or system.</b>	<b>Develops and/or uses multiple types of models to accurately represent and manipulate complex concepts.</b> Visuals or models highlight the relationships of the components to the whole and the relationships among the components. <b>Evaluates the merits and limitations of each model and moves flexibly between model types as appropriate to the purpose.</b>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Analysis & Synthesis	Interpreting Data/Info	No evidence of interpretation. May describe or summarize empirical data or information from sources with some inaccuracies.	<b>Describes or summarizes empirical data or information from sources.</b>	<b>Provides some partial or general analysis of data/information. May contain errors.</b>	Provides a <b>reasonable interpretation</b> of data/information. May contain <b>minor errors</b> .
	Making Connections & Inferences	No evidence of inference or making connections.	<b>Makes surface-level inferences that are only generally based on evidence or are too broad, with minimal connection between a specific example and the larger idea.</b>	Makes <b>inferences that are based on evidence</b> but may be <b>partially formed with gaps in explaining the connection of a specific example to the larger idea.</b>	Makes <b>relevant</b> inferences based on evidence and <b>attempts to identify the larger significance of the inference.</b>  Connections between a specific example and the larger idea are <b>clear and appropriate.</b>



# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Analysis & Synthesis	Interpreting Data/Info	Provides an <b>accurate interpretation</b> of data/information. <b>Applies some analytic strategies (e.g., sorting, compare/contrast) or concepts (e.g., mean, mode) to characterize the data/information.</b>	Provides an accurate interpretation of data/information. Applies <b>appropriate</b> analytic strategies or concepts to characterize the data/information. <b>Considers the context from which the data/information arose.</b>	Provides a <b>thorough</b> , accurate interpretation of data/information. Applies <b>multiple</b> analytic strategies or concepts to characterize the data/information. Considers the context from which the data/information arose. <b>Recognizes gaps or outliers in the data/information.</b>	Provides a thorough, accurate interpretation of data/information. Applies multiple analytic strategies/concepts and <b>determines which strategy/concept is best for the purpose of the analysis.</b> Considers the context from which the data/information arose. <b>Explains</b> gaps or outliers in the data/information.
	Making Connections & Inferences	Makes <u>clear and relevant</u> inferences based on evidence and <b>partially explains</b> the larger significance of the inference.  Connections to the larger idea are made through <b>multiple examples but may have some gaps in explanation or may not be fully developed.</b>	Makes <u>clear, relevant, thoughtful</u> inferences and <b>explains</b> their larger significance. <b>Where applicable, identifies limitations of inferences based on gaps in evidence.</b>  Connections to the larger idea are <b>clearly made through multiple examples.</b>	Makes <u>clear, highly relevant and thoughtful</u> inferences and <b>thoroughly explains</b> their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. <b>Uses inferences as the basis for predictions or broader generalizations.</b>  Connections to the larger idea are clearly made through multiple examples, <b>including attempts at non- or counter-examples.</b>	Makes <u>clear, highly relevant, insightful</u> inferences and thoroughly explains their larger significance <b>with sophisticated insight or originality of interpretation.</b> Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations.  Connections to the larger idea are clearly made through multiple examples, including non- or counter-examples.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Analysis & Synthesis	Critiquing the Reasoning of Others	No evidence of evaluation. May summarize or restate argument/explanation.	Traces the general arc of an argument or explanation. Begins to evaluate the argument or explanation by making general quality judgments (e.g., "strong" or "weak").	Traces the argument or explanation and identifies specific claims. Evaluates the strength of the overall argument/explanation and some specific claims. Distinguishes claims that are supported by reasons and evidence from claims that are not.	Traces and evaluates the argument/explanation and specific claims, assessing whether the reasoning is logical and/or the evidence is relevant.
Analysis & Synthesis	Justifying / Constructing an Explanation	No evidence of justifying or explaining.	Provides mostly description of steps, procedures, or phenomena. Explanation or justification is missing or very limited.	Provides a description of specific steps, procedures, or phenomena and provides some explanation or justification for those steps, procedures, or phenomena.	Provides a logical chain of reasoning to explain or justify specific steps, procedures, or phenomena. Develops explanation/justification with some detail/examples.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Analysis & Synthesis	Critiquing the Reasoning of Others	<p><b>Delineates and evaluates</b> the argument/explanation and specific claims, assessing whether the reasoning is <b>valid</b> and/or the evidence is <b>relevant and sufficient</b>. Where applicable, <b>identifies some false statements and fallacious reasoning (logical fallacies)</b>.</p>	<p><b>Clearly</b> delineates and evaluates the argument/explanation and specific claims, <b>thoroughly</b> assessing <b>in detail</b> whether the reasoning is valid and/or the evidence is <b>relevant and sufficient</b>. Where applicable, identifies false statements and fallacious reasoning (logical fallacies) and <b>considers alternate claims or evidence that would improve the logic of the argument/explanation</b>.</p>	<p><b>Clearly</b> delineates and evaluates the argument/explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and the evidence is <b>relevant and sufficient</b>. Identifies false statements and fallacious reasoning and <b>thoroughly explains alternate claims or evidence to improve the logic of the argument/explanation</b>.</p>	<p><b>All of Level 7 PLUS</b> Identifies and evaluates the <b>appropriateness of the premise(s) or principle(s) on which the argument is constructed, and, where applicable, suggests alternate premise(s) or principle(s)</b>.</p>
Analysis & Synthesis	Justifying / Constructing an Explanation	<p>Provides a logical chain of reasoning to explain or justify steps, procedures, or phenomena <b>in support of an overall solution strategy / procedure or a holistic explanation of the phenomenon</b>. Develops explanation/justification with <b>relevant detail/examples</b>.</p>	<p>Applies a <b>specific premise (such as a disciplinary principle, axiom, or theory)</b> to explain or justify a solution, strategy, response, or phenomenon. <b>Fully develops</b> explanation/justification through <b>relevant detail and examples</b>. <b>Acknowledges limitations, tradeoffs, and/or alternate explanations /approaches</b>.</p>	<p>Applies <b>one or more specific premises</b> (such as disciplinary principles, axioms, or theories) to <b>insightfully</b> explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/justification through detail and examples. <b>Responds to</b> limitations, tradeoffs, and/or alternate explanations/approaches.</p>	<p><b>Uses a variety of logical strategies</b> and relevant, <b>sufficient</b> detail and examples to develop a <b>sophisticated, persuasive</b> explanation or justification that <b>fully takes into account</b> limitations, tradeoffs, and/or alternate explanations/approaches.</p>

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Composing/Writing	Argumentative Claim	Claim is <u>unclear</u> or missing.	Main claim is <b>generally introduced</b> ; subclaims are <b>limited, unrelated, or unclear</b> .	Main claim is <b>clearly introduced</b> ; subclaims are <b>relevant to main claim</b> .	Claims and subclaims are <b>clearly introduced throughout writing</b> and <b>organized so that relationships between claims and subclaims are evident</b> .
Composing/Writing	Informational / Explanatory Thesis	<u>Topic</u> or main idea of writing or speaking is <u>unclear</u> .	<u>Topic of writing or speaking is clear</u> ; main idea/thesis is <b>present but somewhat unclear</b> ; supporting ideas are <b>limited, unrelated, or unclear</b> .	Main idea/thesis is <u>clear</u> ; supporting ideas are <b>relevant to main idea</b> .	Main idea/thesis is <b>clear and focused</b> ; supporting ideas are <b>relevant and organized so that relationships between main idea and supporting ideas are evident</b> .

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Composing/Writing	Argumentative Claim	<p>Claims and subclaims are <u>clearly</u> introduced and organized in a way that <b>makes relationships among claims &amp; subclaims clear</b> and <b>supports the reader's understanding</b>. <b>Some attention is given to the significance of claims.</b></p>	<p>Claims and subclaims are <b>clear, focused, and consistent throughout the writing</b>; the sequencing of the claims and subclaims <b>builds the reader's understanding throughout the writing</b>. <b>The significance of the claims is clearly established.</b></p>	<p>Claims and subclaims are <u>clear</u>, <b>precise</b>, and consistent throughout the writing <b>with some nuance</b>; the sequencing of the claims and subclaims <b>creates a coherent structure</b> that builds the reader's understanding throughout the writing. The significance of the claims is <u>clearly</u> established and <b>developed</b>.</p>	<p>Claims and subclaims are <u>clear</u>, <b>precise</b>, and <b>nuanced</b> throughout the writing; the sequencing of the claims and subclaims creates a <b>complex and coherent</b> structure that builds the reader's understanding throughout the writing. The significance of the claims is <b>clear and persuasive</b>.</p>
Composing/Writing	Informational / Explanatory Thesis	<p>Main idea/thesis is <u>clear</u>, <b>focused</b>, and <b>consistent throughout the writing</b>; supporting ideas are <u>relevant</u>, organized in a way that makes relationships among ideas <b>clear</b> and that <b>supports the reader's understanding</b>.</p>	<p>Main idea/thesis is <u>clear</u> and <b>complex</b>; <u>relevant</u>, <u>sufficient</u> supporting ideas are <b>explicitly connected</b> to main idea and <b>organized logically to create a coherent structure that builds the reader's understanding throughout the writing</b>.</p>	<p>Main idea/thesis is complex, <b>focused</b>, and <b>consistent</b>; <b>highly relevant</b> supporting ideas are <b>tightly connected</b> to the main idea <b>and with each other to create a complex and coherent structure</b> that builds the reader's understanding throughout the writing.</p>	<p>Main idea/thesis is complex, <b>precise</b>, and consistent; <b>significant</b>, highly relevant supporting ideas build on the main idea and on one another <b>in an elegant progression</b> to create a complex and coherent structure that builds the reader's understanding throughout the writing.</p>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Composing/Writing	Narrative	Orientation, storyline, and/or organization of experiences, events, and/or steps is <u>unclear</u> or missing.	<b>Orientation, storyline, and/or organization of experiences, events, and/or steps are loosely established; experience/event/step sequence may not be logical or unfolds awkwardly; conclusion may be missing.</b>	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are <b>clearly established; organizational sequence is logical or unfolds naturally; narrative techniques are primarily limited to description and/or dialogue;</b> conclusion may be <b>weak.</b>	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are <b>clearly established; organizational sequence is logical, coherent, and/or unfolds naturally;</b> where appropriate, <b>multiple</b> narrative techniques are used (e.g., description, dialogue, pacing, or reflection); <b>description includes some precise vocabulary and some details and/or sensory language;</b> conclusion <b>generally follows from the narrated experiences/events/steps.</b>
		Counterclaims are not acknowledged.	<b>Implicitly acknowledges counterclaims.</b>	<b>Explicitly</b> acknowledges counterclaims.	Explicitly acknowledges counterclaims and <b>clearly distinguishes them from claims.</b>
		No <u>evidence</u> or <u>evidence</u> is completely unrelated to statements.	<b>Selects evidence that minimally supports claims because it is limited or weakly related.</b>	Selects <b>some relevant</b> evidence that <b>supports main claim(s).</b> Evidence for <b>subclaims is still limited or weakly related.</b>	Selects a <b>variety of relevant</b> evidence that <b>generally supports both</b> main claim(s) and subclaims.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Composing/Writing	Narrative	<p>Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are <u>clearly</u> established; organizational sequence is logical, coherent, and/or unfolds naturally <b>and smoothly</b>; where appropriate, multiple narrative techniques are used <b>effectively</b> (e.g., description, dialogue, pacing, or reflection); description includes <b>precise vocabulary</b> and, where appropriate, <b>vivid details</b> and sensory language; conclusion <b>clearly follows</b> from the narrated experiences/events/steps.</p>	<p><b>All of Level 5, plus: Uses a variety of techniques to sequence experiences/events/steps so that they build on one another to create a coherent whole, a particular tone and/or mood, and/or a specific outcome.</b></p>	<p><b>All of Level 6, plus: Uses narrative techniques to provide deep insight into the content (personalities and motivations, significance of events, etc.) Develops multiple plots, storylines, or sequences of events/steps.</b></p>	<p><b>All of Level 7, plus: Manipulates pace and other narrative elements to highlight the significance of experience/events/steps or create specific effects.</b></p>
	Counterclaims	<p><b>Develops</b> counterclaims <b>with some evidence or detail</b> and <b>points out their limitations.</b></p>	<p>Develops counterclaims <b>fairly with sufficient evidence or detail</b>, pointing out their <b>strengths and limitations in a way that anticipates the audience's knowledge level and concerns.</b></p>	<p>Develops counterclaims <b>fairly and thoroughly</b> with <u>sufficient</u> evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level, concerns, <b>values, and possible biases.</b></p>	<p>Develops counterclaims <b>fairly and thoroughly</b> with <b>highly relevant</b> evidence or detail; <b>refutes counterclaims thoroughly and strategically, conceding points where appropriate to strengthen the writer's own argument.</b></p>
Composing/Writing	Selection of Evidence	<p>Selects a variety of <u>relevant</u> evidence that is <u>sufficient</u> to support main claim(s); <b>evidence still only generally supports subclaims.</b></p>	<p>Selects a variety of <b>detailed, relevant</b> evidence that is <u>sufficient</u> to support <b>both main claim(s) and subclaims.</b></p>	<p>Selects a variety of detailed, <b>significant</b> evidence that is sufficient to support <b>and develop</b> both main claim(s) and subclaims</p>	<p>Selects <b>the most significant</b> evidence that is <b>highly appropriate to the audience's knowledge of the topic or other concerns to persuasively</b> support and develop both claim(s) and subclaims.</p>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Composing/Writing	Explanation of Evidence	No evidence of analysis/explanation of selected evidence.	<b>Explanation of how selected evidence supports claims or statements is limited, consisting mostly of repeating, rewording, and/or summarizing the evidence.</b>	Provides <b>mostly relevant analysis</b> that <b>partially explains how selected evidence supports claims or statements</b> ; may still contain some repeating, rewording, and/or summarizing of evidence.	Provides <b>relevant</b> analysis that <b>explains</b> how the selected evidence supports claims or statements; <b>analysis stays rooted in the evidence but at times may be vague, illogical, or overly general.</b>
Composing/Writing	Integration of Evidence	No evidence of integrating evidence from sources	<b>Evidence from sources is presented in an <u>unclear</u> or inaccurate way.</b>	Evidence from sources is <b>presented objectively and accurately. Little attention is given to the placement of evidence within the text.</b>	Evidence from sources is presented objectively and accurately <b>and inserted at appropriate points in the text to support an argument, explanation, or analysis.</b>



## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Composing/Writing	Explanation of Evidence	Provides <b>clear</b> analysis that <b>accurately explains</b> how the selected evidence supports claims or statements.	Provides <b>insightful and clear</b> analysis that <b>thoroughly and accurately</b> explains how the evidence supports claims or statements; <b>where applicable, analysis acknowledges some weakness(es) or gaps in the evidence.</b>	Provides insightful, <b>clear, compelling</b> analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis <b>addresses</b> weakness(es) or gaps the evidence.	Provides insightful, compelling analysis that thoroughly, accurately, <b>and concisely</b> explains how the evidence supports claims or statements; where applicable, analysis <b>clearly addresses</b> weakness(es) or gaps in the evidence; <b>analysis is elegant in its precision and/or sophistication and originality.</b>
Composing/Writing	Integration of Evidence	Evidence is presented objectively and accurately, positioned appropriately in the text, and <b>contextualized with introductory and/or explanatory phrases or statements.</b>	Evidence is presented objectively and accurately, positioned and contextualized appropriately, and <b>purposefully excerpted, paraphrased, or summarized to highlight the aspects that are most relevant or important to the argument, explanation, or analysis.</b>	Evidence is presented objectively and accurately, positioned and contextualized appropriately, and excerpted, paraphrased, or summarized strategically. <b>Evidence is integrated into the text in a variety of ways (e.g., breakout quotes, combination of summary and direct quote) that support the argument, explanation, or analysis and develop a consistent tone appropriate to the purpose.</b>	Evidence is presented objectively and accurately and <b>integrated seamlessly and strategically into the text</b> in a variety of ways that support the argument, explanation, or analysis and develop a <b>consistent and sophisticated</b> tone appropriate to the purpose.

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Composing/Writing	<b>Organization (Transitions, Cohesion, Structure)</b>	Individual paragraphs are not organized around one idea. Connections between paragraphs or sections are not evident.	<b>Individual paragraphs are organized around one clear idea or claim; connections between paragraphs or sections are sometimes vague.</b>	<b>Paragraphs or sections are connected around a main idea but do not clearly build on one another. Transition words/phrases are present but are often formulaic.</b>	Paragraphs and/or sections are connected and <b>sequenced to support understanding of ideas</b> . Transitions are <b>varied</b> and are <b>mostly appropriate and effectively used</b> .
Composing/Writing	<b>Introduction and Conclusion</b>	Introduction and/or conclusion are not present	<b>Introduction may include some general background or context information about the topic but does not address main idea(s) or claim(s); conclusion is present but does not summarize, restate, or support the main idea(s) or claim(s).</b>	Introduction includes <b>some background or context information about the topic and generally introduces main idea(s) or claim(s); conclusion restates main idea(s).</b>	Introduction includes <b>related</b> background or context information about the topic and <b>introduces</b> the main idea(s) or claim(s); conclusion <b>logically follows from the content presented and ties back to main idea(s) or claim(s).</b>

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Composing/Writing	Organization (Transitions, Cohesion, Structure)	Paragraphs and/or sections are connected and <b>logically build upon one another to deepen</b> understanding of ideas and <b>clarify relationships among ideas</b> . Transitions are varied and <b>appropriately and effectively used</b> .	Paragraphs and/or sections are connected and <b>clearly and logically</b> build upon one another to deepen understanding of <b>complex</b> ideas and to clarify relationships among those ideas. Transitions are varied and appropriately and effectively used. <b>Sequencing of paragraphs and use of transitions help build cohesion</b> .	Sequencing of paragraphs and/or sections <b>creates a coherent whole that deepens understanding of the content and builds toward a particular outcome</b> . Transitions are appropriate, effective, and <b>varied in their structure and location</b> .	Sequencing of paragraphs or sections creates a coherent whole that deepens understanding of the content and <b>clearly guides the reader toward a particular outcome</b> . Transitions are appropriate, effective, and varied in their structure and location. <b>Sequencing of ideas and transitions is seamless and fluid, and enhances the purpose of the writing</b> .
	Introduction and Conclusion	Introduction includes <b>relevant</b> background or context information about the topic, introduces main idea(s) or claim(s), and <b>establishes purpose for writing</b> . Conclusion <b>summarizes the content presented and pulls multiple ideas together in relation to the main idea(s) or claim(s)</b> .	Introduction includes <b>relevant and sufficient</b> background or context information about the topic, introduces main idea(s) or claim(s), and establishes purpose for writing; <b>introduction is engaging</b> . Conclusion summarizes, pulls ideas together, and <b>highlights important points</b> of the content presented; <b>when appropriate, conclusion considers some implication(s) of the content presented</b> .	Introduction <b>clearly contextualizes the topic</b> , and <b>clearly establishes</b> the main idea(s) or claim(s) and purpose for writing; introduction is engaging. Conclusion summarizes, highlights, <b>and/or extends ideas as appropriate</b> ; when appropriate, conclusion <b>addresses implications or significance of the content presented</b> .	Introduction <b>clearly and concisely</b> contextualizes the topic and establishes the main ideas(s) or claims(s); introduction clearly establishes the purpose and <b>outlines the structure of the content that follows</b> ; introduction is engaging and <b>inviting</b> . Conclusion <b>strongly supports the content presented by clearly summarizing, highlighting, and/or extending ideas as appropriate</b> ; when appropriate, conclusion <b>clearly addresses implications/significance of and/or acknowledges questions that arise from the content presented</b> .

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Speaking/Listening	Discussion / Contribution	Does not participate in discussions. No evidence of asking questions that elaborate or contribute to conversation.	Mainly restates general points of discussion. Does not connect to the ideas of others. Questions and responses are generally fact-based with minimal use of high-level questioning strategies or higher order thinking.	Expresses some original ideas and makes some connection to the ideas of others. Questions and responses demonstrate some use of high-level questioning strategies and/or higher order thinking.	Expresses original ideas clearly and connects to the ideas of others. Questions and responses are mostly high level. Attempts to move discussion forward by asking and responding to questions.
	Preparation	No evidence of preparation for discussions.	Prepares general notes for discussion. Notes do not include specific connections to key talking points.	Prepares general notes with some specific connections to highlight key talking points.	Prepares specific notes with connections to highlight key areas. Explicitly draws on those notes to probe and reflect on ideas under discussion.
Speaking/Listening	Norms / Active Listening	Does not adhere to established norms for collegial discussions.	Inconsistently adheres to established norms for collegial discussions.	Generally adheres to established norms for collegial discussions. Follows specific goals & deadlines. Enacts individual roles with help as needed.	Mostly adheres to established norms for collegial discussions. Tracks progress toward specific goals & deadlines. Enacts individual roles independently.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Speaking/Listening	Discussion / Contribution	Expresses original ideas <b>clearly and persuasively</b> ; connects to the ideas of others and <b>builds new pathways of discussion</b> . <b>Attempts to deepen discussion by asking connecting questions or building on the responses of others.</b>	Expresses original ideas <u>clearly</u> and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. <b>Propels conversations by relating to broader themes.</b>	Expresses original ideas <u>clearly</u> and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. <b>Uses questions and summarization to preserve focus.</b> Propels conversations by relating to broader themes.	Expresses original ideas <u>clearly</u> and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. <b>Propels conversations</b> by relating to broader themes, <b>probing reasoning and evidence and/or promoting divergent and creative perspectives.</b>
		<b>Comes to discussions having read &amp; researched material for teacher-provided questions</b> ; explicitly draws on <b>texts &amp; research to stimulate a thoughtful, well-reasoned exchange of ideas.</b>	Come to discussions with <b>responses and evidence generated with peers through studying, research, or inquiry</b> ; explicitly draws on texts and research to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions with <b>self-generated questions</b> from studying, research, and/or inquiry. <b>Attempts to move discussion along by using those questions at appropriate moments.</b>	Comes to discussions with self-generated, <b>sequenced, specific questions and evidence to move the discussion along purposefully (i.e., toward an intended outcome or desired understanding).</b>
Speaking/Listening	Norms / Active Listening	<b>Adheres to teacher-enforced</b> collegial discussion norms. <b>Facilitates progress</b> toward specific goals & deadlines. <b>Attempts to establish individual roles within the group as needed.</b>	Adheres to teacher- <b>and group enforced</b> collegial discussion norms. <b>Effectively facilitates progress</b> toward specific goals & deadlines. <b>Establishes appropriate</b> individual roles within the group as needed.	Adheres to <b>and helps enforce</b> collegial discussion norms. <b>Sets clear goals &amp; deadline and facilitates conversation and interaction to meet them.</b> <b>Manages</b> individual roles within the group as needed.	Applies collegial discussion norms to promote civil, democratic discussions & decision-making. Sets <u>clear</u> and detailed goals & deadlines and effectively facilitates conversation/interaction to meet them. <b>Efficiently manages individual roles</b> and partnerships within the group as needed.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Products & Presentations	Style and Language (Tone, Academic Language, Syntax)	Does not use formal language.	<b>Begins to use a formal style but includes a significant amount of informal language. Sentence structure frequently obscures meaning.</b>	Uses a formal style <b>most of the time but may include some informal language.</b> Sentence structure is <b>basic and repetitive or uneven and sometimes confusing.</b>	<b>Consistently</b> uses a formal style with <b>some academic or specialized language.</b> Sentence structure is <b>functional; writing may demonstrate strong control over basic sentence structures but limited control over more complex structures.</b>
	Oral Presentation	No evidence of using appropriate eye contact, adequate volume, or clear pronunciation	<b>Uses minimal eye contact, inconsistent or inappropriate volume, inconsistent pronunciation, and inconsistent or inappropriate body posture.</b>	<b>Attempts to control</b> eye contact, volume, pronunciation, and/or body posture to enhance presentation <b>but may lapse into distracting behaviors at times</b> (too much or not enough eye contact, inappropriate volume, inconsistent pronunciation, or inappropriate body posture--e.g., overly stiff, too much gesticulation).	<b>Uses mostly appropriate</b> eye contact, <b>adequate</b> volume, <b>clear</b> pronunciation, and <b>appropriate</b> body posture (e.g., calm, confident).

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Products & Presentations	Style and Language (Tone, Academic Language, Syntax)	Consistently uses a formal style with <b>consistently appropriate academic or specialized language</b> . Sentence patterns are <b>somewhat varied, with strong control over basic sentence structures and variable control over more complex structures</b> .	Consistently uses a formal style and academic/specialized language <b>when most appropriate but also varies style and language effectively given the purpose, audience &amp; conventions of the writing</b> . Sentence structures are <b>varied and effective</b> .	Consistently uses a formal style and academic/specialized language when most appropriate but also varies style, language, tone, and voice effectively given the purpose, audience & conventions of the writing. <b>Sentence structures are varied and used strategically to enhance meaning by drawing attention to key ideas or reinforcing relationships among ideas</b> .	<b>Style, language, tone, and voice build ethos and high reader engagement</b> . The style, language, tone, and voice are <b>perfectly appropriate to the audience, and effectively accomplish the author's purpose</b> . Sentence structures are varied, used strategically to enhance meaning, <b>and are often powerful or beautiful</b> .
Products & Presentations	Oral Presentation	Uses <b>consistently</b> appropriate eye contact, adequate volume, <u>clear</u> pronunciation, and appropriate body posture (e.g., calm, confident).	Demonstrates consistent control of eye contact, volume, pronunciation, and body posture. <b>Uses some variation in volume and inflection to emphasize key points. Uses some body movements to enhance articulation</b> .	Demonstrates <b>strong</b> control of eye contact, pronunciation, and body posture. <b>Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. May use additional engagement techniques such as humor, anecdotes, rhetorical questions, etc. as appropriate to the context</b> .	Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. <b>Demonstrates a particularly engaging voice or style of presentation</b> .

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Products & Presentations	Multimedia in Written Production	No evidence of integrating technology into writing products.	<b>Uses technology inefficiently or ineffectively to produce/publish writing as well as to interact/collaborate with others.</b>	Uses technology, including the internet, <b>to produce/publish writing, link/cite sources, and interact/collaborate with others.</b>	Uses technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others <b>effectively and efficiently. Uses technology/media tools to illustrate ideas or show relationships between information/ideas.</b>
	Multimedia in Oral Presentation	No evidence of integrating technology into presentations.	<b>Multimedia components &amp; visual displays in presentation are limited, detract from presentation, and/or do not clarify information and ideas.</b>	<b>Some</b> multimedia components (graphics, images, music, sound) and visual displays <b>help clarify or illustrate information and ideas.</b>	<b>Most</b> multimedia components and visual displays clarify or illustrate information and ideas.
	Conventions	No evidence of using the conventions of the discipline.	<b>Uses the conventions of the discipline with major errors that severely impede understanding.</b>	Uses the conventions of the discipline with a <b>cumulative pattern of minor errors</b> that impede understanding.	Uses the conventions of the discipline with <b>some minor errors</b> that <b>occasionally</b> impede understanding.



## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Products & Presentations	Multimedia in Written Production	Uses technology, including the internet, to effectively and efficiently produce, publish, and update <b>individual or shared writing products</b> . Uses <b>appropriate</b> technology/media tools to illustrate ideas or show relationships among information/ideas <b>effectively</b> .	Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses <b>appropriate</b> technology/media tools to illustrate ideas or show relationships among information/ideas <b>by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</b> .	Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses <b>carefully selected</b> technology/media tools creatively to illustrate ideas or show relationships among information/ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<b>Uses technology beyond commonly used tools to explore novel and effective ways of producing writing products.</b>
	Multimedia in Oral Presentation	Most multimedia components and visual displays clarify or illustrate information and ideas <b>and strengthen arguments, explanations, and/or narratives by highlighting significant points</b> .	<b>All</b> multimedia components and visual displays are <b>purposeful and effective</b> (i.e., clarify, illustrate, and strengthen arguments, explanations, and/or narratives) and <b>add interest to the presentation</b> .	Multimedia components and visual displays are purposeful, engaging, effective, and <b>strategically/efficiently used to enhance understanding</b> of arguments, explanations, and narratives.	Multimedia components and visual displays are purposeful, engaging, effective, and strategically/efficiently used to enhance understanding of arguments, explanations, and narratives. <b>Integration of multimedia into presentation is seamless, engaging, and sophisticated.</b>
	Conventions	Uses the conventions of the discipline <b>appropriately; some minor errors, while noticeable, do not impede understanding</b> .	Uses the conventions of the discipline appropriately <b>with almost no noticeable errors</b> .	<b>Applies</b> the conventions of the discipline <b>consistently to support clear expression of ideas and information</b> . Errors are <b>so few and so minor</b> that the reader would be unlikely to notice them unless specifically looking for them.	Applies the conventions of the discipline consistently <b>and precisely</b> to support <b>clear, sophisticated</b> expression of ideas and information.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
<b>Products &amp; Presentations</b>	<b>Precision</b>	No evidence of precision.	<b>Express ideas in very broad or general terms. Does not define terms, symbols, etc.</b>	<b>Mostly</b> expresses ideas with <b>adequate specificity for the given purpose</b> . Defines <b>some</b> terms, symbols, etc.	<b>Consistently</b> expresses ideas with adequate specificity for the given purpose. Defines <b>most</b> terms, symbols, etc.

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
<b>Products &amp; Presentations</b>	<b>Precision</b>	Consistently expresses ideas with <b>clarity and specificity</b> . <b>Consistently</b> defines terms, symbols, etc.	Consistently expresses ideas with clarity and <b>specific, highly relevant detail</b> . Consistently defines terms, symbols, etc.	Expresses ideas with clarity <b>and efficiency</b> , using <b>no more detail than is needed</b> for the given purpose. Consistently defines terms, symbols, etc.	Expresses ideas and information with <b>near-perfect clarity and efficiency</b> , using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc. <b>Expression is refined and sophisticated.</b>

## Summit Public Schools Cognitive Skills Rubric

Glossary of Terms	
<b>Clear</b>	Easy to perceive, understand, or interpret. Not causing or allowing doubt.
<b>Credible</b>	Students should use the origin, authority, structure, context, and corroborative value of sources to evaluate their credibility and guide the selection of sources for a given purpose (See C3 Framework for Social Studies, D3.1-2). Additionally, they should critique the usefulness of sources for a specific inquiry based on the sources' authorship, date, place of origin, intended audience, and purpose (See C3 Framework for Social Studies, D2.11). If sources used are not credible, they are not truly relevant or appropriate for answering a research question. Therefore, levels 4-8 in the "Selecting Sources" dimension all demand that information from the selected sources be credible. There may be exceptions at higher levels of study wherein students explicitly identify non-credible sources and examine them for specific purposes.
<b>Evidence</b>	"Evidence" may include relevant facts, definitions, concrete details, data, quotations, or other information and examples appropriate to the audience's knowledge of the topic and the purpose for writing (CCSS.ELA-LITERACY.W.2.b).
<b>Orientation</b>	In a narrative, "orientation" refers to establishing a problem, situation, or observation and its significance as the premise for the narrative; it may also include establishing a narrator or perspective/point of view.
<b>Point of View</b>	"Point of view" refers to the opinion, attitude, or judgment an author has about a subject.
<b>Precise</b>	In general, "precise" is treated in this rubric as indicating a higher level specificity than "focused."
<b>Related</b>	This adjective is used in situations to indicate there is some kind of connection between things. It implies a weaker connection than "relevant."
<b>Relevant</b>	A stronger, more distinctive adjective, "relevant" is applied to important or pertinent information, connections, etc.
<b>Specific Effects</b>	"Specific effects" typically refers to effects on the audience that support the author's purpose. In an argument, one example would be invoking the reader's sympathy through emotional appeals in order to persuade them or gain their support. In literature, it may refer to narrative effects such as suspense, irony, or humor.
<b>Sufficient</b>	We use a legalistic definition, which identifies sufficient evidence as adequate to support the verdict of the jury or a finding of fact by the court (or, in our context, to support a student's claim or interpretation). Evidence is sufficient when it satisfies an unprejudiced mind. In other words, sufficient evidence is <i>adequate</i> --it does not leave you wanting more. The word sufficient does not mean <i>conclusive</i> --conclusive evidence is evidence that serves to establish a fact or the absolute truth of something.
<b>Theme/Central Idea</b>	A statement about a topic, expressed or implied by a text, such as "hardship can make or break a friendship" or "dolphins are regarded as one of Earth's most intelligent species."
<b>Topic</b>	A general concept or subject addressed by a text, such as "friendship" or "dolphins."
<b>Unclear</b>	Not easy to see, hear, or understand. Not definite; ambiguous.

# Habits of Success Continuum

	Topic	1 (Early Elementary)	2 (Late Elementary)	3 (Middle/Junior High School)	4 (Early High School)	5 (Late High School)
1. Self-Awareness & Self-Management Skills	A. Identify and manage one's emotions and behaviors[1]	Recognize and accurately label emotions and how they are linked to behavior. Demonstrate control of impulsive behavior.	Describe a range of emotions and the situations that cause them. Describe and demonstrate ways to express emotions in a socially acceptable manner.	Analyze factors that create stress or motivate successful performance. Apply strategies to manage stress and to motivate successful performance.	Analyze how thoughts and emotions affect decision making and responsible behavior. Generate ways to develop more positive attitudes. (Self-Esteem)	Evaluate how expressing one's emotions in different situations affects others. Evaluate how expressing more positive attitudes influences others.
	B. Recognize personal qualities and external supports. [2]	Identify one's likes and dislikes, needs and wants, strengths and challenges. Identify family, peer, school, and community strengths	Describe personal skills and interests that one wants to develop. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	Analyze how personal qualities influence choices and successes. (know how to learn) Analyze how making use of school and community supports and opportunities can contribute to school and life success.	Set priorities in building on strengths and identifying areas for improvement. Analyze how positive adult role models and support systems contribute to school and life success.	Implement a plan to build on a strength, meet a need, or address a challenge. Evaluate how developing interests and filling useful roles support school and life success.
	C. Demonstrate skills related to achieving personal and academic goals[3]	Describe why school is important in helping students achieve personal goals. Identify goals for academic success and classroom behavior.	Describe the steps in setting and working toward goal achievement. Monitor progress on achieving a short-term personal goal.	Set a short-term goal and make a plan for achieving it. (know how to learn) Analyze why one achieved or did not achieve a goal.	Identify strategies to make use of resources and overcome obstacles to achieve goals. Apply strategies to overcome obstacles to goal achievement. (Creativity and innovation)	Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.
2. Social Awareness & Interpersonal Skills	A. Recognize the feelings and perspectives of others[4]	Recognize that others may experience situations differently from oneself. Use listening skills to identify the feelings and perspectives of others.	Identify verbal, physical, and situational cues that indicate how others may feel. Describe the expressed feelings and perspectives of others.	Predict others' feelings and perspectives in a variety of situations. Analyze how one's behavior may affect others	Analyze similarities and differences between one's own and others' perspectives. Use conversation skills to understand others' feelings and perspectives.	Demonstrate how to express understanding of those who hold different opinions. Demonstrate ways to express empathy for others.
	B. Recognize individual and group similarities and differences[5]	Describe the ways that people are similar and different. Describe positive qualities in others.	Identify differences among and contributions of various social and cultural groups. Demonstrate how to work effectively with those who are different from oneself.	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. Analyze the effects of taking action to oppose bullying based on individual and group differences.	Analyze the origins and negative effects of stereotyping and prejudice. Demonstrate respect for individuals from different social and cultural groups.	Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. Evaluate how advocacy for the rights of others contributes to the common good.
	C. Use communication and social skills to interact effectively with others. [6]	Identify ways to work and play well with others. Demonstrate appropriate social and classroom behavior.	Describe approaches for making and keeping friends Analyze ways to work effectively in groups.	Analyze ways to establish positive relationships with others. Demonstrate cooperation and teamwork to promote group effectiveness.	Evaluate the effects of requesting support from and providing support to others Evaluate one's contribution in groups as a member and leader.	Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. Plan, implement, and evaluate participation in a group project.
	D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways[7]	Identify problems and conflicts commonly experienced by peers. Identify approaches to resolving conflicts constructively.	Describe causes and consequences of conflicts. Apply constructive approaches in resolving conflicts.	Evaluate strategies for preventing and resolving interpersonal problems. Define unhealthy peer pressure and evaluate strategies for resisting it.	Analyze how listening and talking accurately help in resolving conflicts. Analyze how conflict-resolution skills contribute to work within a group.	Evaluate the effects of using negotiation skills to reach win-win solutions. Evaluate current conflict-resolution skills and plan how to improve them.
3. Decision-Making Skills and Responsible Behaviors	A. Consider ethical, safety, and societal factors in making decisions.	Explain why unprovoked acts that hurt others are wrong. Identify social norms and safety considerations that guide behavior.	Demonstrate the ability to respect the rights of self and others Demonstrate knowledge of how social norms affect decision making and behavior.	Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. Analyze the reasons for school and societal rules.	Demonstrate personal responsibility in making ethical decisions Evaluate how social norms and the expectations of authority influence personal decisions and actions.	Apply ethical reasoning to evaluate societal practices. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.
	B. Apply decision-making skills to deal responsibly with daily academic and social situations. [8]	Identify a range of decisions that students make at school. Make positive choices when interacting with classmates.	Identify and apply the steps of systematic decision making. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	Analyze how decision-making skills improve study habits and academic performance. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions. Apply decision-making skills to establish responsible social and work relationships.	Analyze how present decision making affects college and career choices. Evaluate how responsible decision making affects interpersonal and group relationships.
	C. Contribute to the well-being of one's school and community.[9]	Identify and perform roles that contribute to one's classroom. Identify and perform roles that contribute to one's family.	Identify and perform roles that contribute to the school community. Identify and perform roles that contribute to one's local community.	Evaluate one's participation in efforts to address an identified school need. Evaluate one's participation in efforts to address an identified need in one's local community.	Plan, implement, and evaluate one's participation in activities and organizations that improve school climate. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

# Sample Scope and Sequence

## Course: Math 9

### Cognitive Skills

	Total assessments across dimensions	Cognitive Skill Domains and Dimensions																																			
		Speaking/Listening			Textual Analysis (Close Reading)				Using Sources		Inquiry		Analysis & Synthesis					Composing/Writing						Products & Presentations													
		Discussion / Contribution	Norms / Active Listening	Preparation	Development	Point of View/Purpose	Structure	Theme/Central Idea	Word Choice	Contextualizing Sources	Selecting Relevant Sources	Synthesizing Multiple Sources	Asking questions	Designing Processes and Procedure	Hypothesizing	Comparing/ Contrasting	Critiquing the Reasoning of Others	Identifying Patterns and Relationship	Interpreting Data/Info	Justifying / Constructing an Explanat	Making Connections & Inferences	Modeling	Argumentative Claim	Counterclaims	Explanation of Evidence	Informational/Explanatory Thesis	Integration of Evidence	Introduction and Conclusion	Narrative	Organization (Transitions, Cohesion, Selection of Evidence	Conventions	Multimedia in Oral Presentation	Multimedia in Written Production	Oral Presentation	Precision	Style and Language (Tone, Academic	
<b>Projects</b> <a href="#">[edit]</a> <a href="#">[new]</a>	33											1		2	2	2	3	5	2	5			1						1	1	2	1	1	4			
Orientation Project	1																																				
Graphing Stories	4																																				
Infographic	4																																				
Stock Market	5																																				
Event Planning	6																																				
Projectile Motion	4																																				
Booming Populations	4																																				
Solid!	2																																				
Prove Yourself	3																																				

This visual highlights the cognitive skills applied in each project in this course. The **Summit Public Schools Cognitive Skills Rubric** demonstrates alignment between these 36 cognitive skills and Common Core State Standards in English Language Arts/Literacy and Mathematics, Next Generation Science Standards, and College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

## Focus Areas

### Power Focus Areas

- Quadratic Expressions (Quadratics 1)
- Vertex Form of Quadratic Functions (Quadratics 3)
- Quadratic Formula and Irrational Roots (Quadratics 4)
- Exponential Growth (Exponential 1)
- Similarity
- The Pythagorean Theorem and Distance
- Understanding Functions
- Computations with Percents
- Arithmetic & Geometric Sequences
- Forms of Linear Functions (Linear 1)
- Special Cases of Linear Functions (Linear 2)
- Systems of Equations (Linear 3)
- Rational Roots of Quadratics (Quadratics 2)
- Solving Linear Equations

### Additional Focus Areas

- Domain and Range
- Graphs of Quadratic Functions (Quadratics 5)
- Two-Variable Inequalities (Linear 5)
- Solving One-Variable Inequalities

## Sample Project Detail: Booming Populations

### Overview

### Essential Question(s)

How can we understand and predict patterns of population change in countries around the world, using visual models such as scatterplots, spreadsheets, and linear or exponential functions? How do these mathematical models shed light on historical processes and events? What is the utility of such models for making long-range predictions?

### **Enduring Understanding(s)**

Linear and exponential models behave in fundamentally different ways, but both can be used to model various situations in social, political or scientific contexts. Each type of model has benefits and limitations. More importantly, these and other mathematical models can be used to approximate real-world data, and are useful for visualizing patterns, presenting basic information, and making predictions.

### **Performance Task(s)**

A written report for a simulated summit on population change around the world, predicting the population in a developing country 50 years from now.

### **Link to Teacher Resources Folder**

<https://drive.google.com/a/summitps.org/?tab=mo#folders/0B-gRQ3K4im5mclk2cU90UGtFMUk>

### **Description and Context**

Introduction:

What do Twitter, Facebook and Instagram have in common? (Hint: It's not just that they're social networking sites.) In fact, all of these platforms have shown a pattern of exponential growth in the number of their users. We can look at these patterns of growth and understand important information about the history of these companies, and maybe even make predictions about their future.

Similarly, the concept of exponential growth applies to areas and situations as diverse as bacterial growth, viral videos, and increase of populations. This project, second-to-last in the Algebra course, will use your skills with exponential and linear models to make predictions about human population growth in various countries. As city dwellers, we are all familiar with crowds of people, traffic jams, and other evidence of urban bustle. From a historical perspective, we live in a century of rapid human



population growth; social scientists estimate the world population in the year 2050 will be between 8.3 billion and 10.9 billion. The growth in human population may present various challenges and opportunities to our generation.

For instance, how will the global food system meet the rising demand for food? How will the increasing human population affect the natural environment of our planet? On the other hand, if a scientific, mathematical or artistic genius is "one in a million," what could our world look like when there are 9,000 such creative geniuses living at the same time?

Steps of the project:

You'll explore the population patterns of a country of your choice, starting in the year 1950. You'll work to develop various representations of the population data, including spreadsheets and scatterplots. Then, you'll analyze the data to understand the historical, political, economic or social trends that underlie the numerical information you are seeing. Next, you'll use your knowledge of linear and exponential functions to create linear and exponential models to approximate the data, and discuss which model represents the data more closely. Following this step, you'll use one of these models to make predictions about the future population of the country you chose. Finally, you'll prepare a brief presentation of your findings and present them to a "population summit" meeting of your classmates.

Cognitive Skills:

- \* Conventions - Using the correct notation and conventions of the mathematical discipline.
- \* Interpreting Data and Information - Gathering population data from the country you chose, and interpreting the data to understand the connections between the history and the numerical trends.
- \* Modeling - Creating various mathematical models to represent the data.
- \* Comparing / Contrasting - Analyzing the similarities and differences between the two different representations (linear and exponential)

**Cognitive Skills, Calendar & Steps**

Cognitive Skill Dimensions

Show levels from: 4 to: 6

[expand rubric](#)

Domain	Dimension	High Level Description	4	5	6
<input checked="" type="checkbox"/> Analysis & Synthesis	Comparing/Contrasting	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	Identifies significant similarities and differences relevant t...	Identifies significant similarities and differences relevant to a specific claim/main idea/thesis. Explains in a limited way why t...	Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis. Thoroughly explains why the...
<input checked="" type="checkbox"/> Analysis & Synthesis	Interpreting Data/Info	Developing justifiable interpretations of data and/or information from sources	Provides a reasonable interpretation of data/information. May...	Provides an accurate interpretation of data/information. Applies some analytic strategies (e.g., sorting, compare/contrast) ...	Provides an accurate interpretation of data/information. Applies appropriate analytic strategies or concepts to characterize the...
<input checked="" type="checkbox"/> Analysis & Synthesis	Modeling	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to...	Identifies specific components of a concept and develop...	Identifies significant components of a concept and develops an accurate visual and/or model to represent key features....	Identifies significant components of a concept and develops accurate visual(s) and/or model(s) to represent key features. Visual(s) or model(s)...
<input checked="" type="checkbox"/> Products & Presentations	Conventions	Using discipline-appropriate conventions to support clear expression of ideas and information	Uses the conventions of the discipline with some minor errors that...	Uses the conventions of the discipline appropriately; some minor errors, while noticeable, do not impede understanding.	Uses the conventions of the discipline appropriately with almost no noticeable errors.

**Instructional Days:**

<ul style="list-style-type: none"> <li>• Introductory Activity / Hook 1</li> </ul>	<ul style="list-style-type: none"> <li>• Choose country &amp; research background 2</li> <li>• Interpreting Data/Info: Analyze population pyramid</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting Data/Info: Gather population data &amp; build spreadsheet 3</li> <li>• Spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 1 - Background Info 4</li> </ul>	
<ul style="list-style-type: none"> <li>• Interpreting Data/Info: Create scatterplot &amp; analyze trends 5</li> <li>• Phase 2 - Interpreting Data/Info - Analysis of 1960-1990</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 3 - Modeling - Prediction of 1991-2012 6</li> <li>• Modeling: Determining a Linear and Exponential Growth Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling: Create linear model of population 7</li> <li>• Phase 4 - Modeling - Prediction for 2013-2050</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling: Create exponential model of population 8</li> </ul>	
<ul style="list-style-type: none"> <li>• Modeling: Use linear &amp; exponential models to make a "prediction" for 1990-2015 9</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing/Contrasting: Analyze which model got closer to the reality 10</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting Data/Info: Use the linear or exponential model to make a prediction for the year 2050; refine prediction by analyzing current trends in the country 11</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia in Written Production: Finish writing report and begin writing presentation 12</li> </ul>	
13	14	<ul style="list-style-type: none"> <li>• Oral Presentation: Presentations begin *** opportunity for peer feedback *** 15</li> </ul>	16	
<ul style="list-style-type: none"> <li>• Presentations end; project due date; ongoing opportunities for revision following grading by teacher (Conventions will be assessed in the final performance task) 17</li> </ul>	<ul style="list-style-type: none"> <li>• Useful Links 18</li> </ul>			

**Steps:**

[Teacher Resources](#)

- Add step
- Step Description (instructional day number)*
- Introductory Activity / Hook ( 1 )
  - Choose country & research background ( 2 )
  - Interpreting Data/Info: Analyze population pyramid ( 2 )
  - Interpreting Data/Info: Gather population data & build spreadsheet ( 3 )
  - Spreadsheet ( 3 )
  - Phase 1 - Background Info ( 4 )
  - Interpreting Data/Info: Create scatterplot & analyze trends ( 5 )
  - Phase 2 - Interpreting Data/Info - Analysis of 1960-1990 ( 5 )
  - Phase 3 - Modeling - Prediction of 1991-2012 ( 6 )
  - Modeling: Determining a Linear and Exponential Growth Pattern ( 6 )
  - Modeling: Create linear model of population ( 7 )
  - Phase 4 - Modeling - Prediction for 2013-2050 ( 7 )
  - Modeling: Create exponential model of population ( 8 )
  - Modeling: Use linear & exponential models to make a "prediction" for 1990-2015 ( 9 )
  - Comparing/Contrasting: Analyze which model got closer to the reality ( 10 )
  - Interpreting Data/Info: Use the linear or exponential model to make a prediction for the year 2050; refine prediction by analyzing current trends in the country ( 11 )
  - Multimedia in Written Production: Finish writing report and begin writing presentation ( 12 )
  - Oral Presentation: Presentations begin \*\*\* opportunity for peer feedback \*\*\* ( 15 )
  - Presentations end; project due date; ongoing opportunities for revision following grading by teacher (Conventions will be assessed in the final performance task) ( 17 )
  - Useful Links ( 18 )

## Sample Focus Area Playlist: Quadratic Expressions

**By the time you finish this playlist, you should be able to:**

1. Multiply Binomials
2. Factor a quadratic trinomial (when  $a = 1$ )
3. Factor a quadratic trinomial (when  $a > 1$ )
4. Recognize and factor/multiply "special" products:
  - *perfect squares*
  - *difference of squares*
5. Factor multi-step quadratic expressions, such as ones with a GCF

**Vocab: By the time you finish this playlist, you should be able to define and give an example of the following terms:**

- quadratic expression
- binomial
- trinomial
- perfect square trinomial
- difference of squares
- product
- factor
- greatest common factor (GCF)



Introductory Materials

0	0	Diagnostic Assessment: Quadratic Expressions (Quadratics 1) [c]
33	1	Key Terms: Quadratic Expressions
12	1	Distributive Property using Area
		<b>Objective 1: Multiply Binomials</b>
44	1	Video: Multiplying Polynomials using the FOIL method
32	3	Video: Multiplying Binomials Using the Box Method
26	3	Website and Practice: Three Techniques to Multiply Binomials
45	3	Practice: Multiplying Binomials (easier Khan exercise)
27	0	Practice: Multiplying Binomials (more challenging Khan exercise)
27	1	Video: Squaring a Binomial
22	1	Video: Multiplying Binomials to Produce a Difference of Squares
23	1	Practice: Multiplying Special Case Binomials (squaring and differences of squares)
34	0	Check for Understanding: Multiplying Binomials
		<b>Objective 2: Factor a quadratic trinomial (when a = 1)</b>

14

4

Website: Factoring Basic Quadratics

43

0

Video: Factoring Basic Quadratic Expressions (Khan)

23

5

Slideshow: Factoring Using the Diamond Method

16

4

Practice: Factoring using the Diamond Method / Generic Rectangle

10

2

Guided Practice: Factoring Basic Quadratic Expressions

27

0

Khan Exercise: Factoring Polynomials 1

10

3

Game: Factoring Quadratics (MangaHigh)

4

3

Puzzle: Finding Factors

5

1

Practice: Factoring Quadratic Expressions with Larger Numbers (Challenge!)

36

2

Check for Understanding: Factoring Basic Quadratic Expressions

**Objective 3: Factor a quadratic trinomial (when  $a > 1$ )**

12

1

Website: Factoring Quadratics, including when  $a > 1$

24

2

Video: How to Factor Any Quadratic, including mostly questions where  $a > 1$

27

1

Mixed Practice: Factoring Quadratic Expressions (Kuta)

22 2 Check for Understanding: Factoring Advanced Quadratic Expressions

Objective 4a: Recognize and factor/multiply perfect squares

13 0 Reading and Practice: Factoring Perfect Square Trinomials

14 3 Video: Factoring Perfect Square Trinomials - More Challenging

20 1 Check for Understanding: Perfect Squares

Objective 4b: Recognize and factor/multiply difference of squares

23 1 Video: Factoring Difference of Squares (Khan)

10 0 Text and Practice: Factoring the Difference of Two Squares (CK-12)

24 1 Khan Exercise: Factoring Difference of Squares 1

18 0 Khan Exercise: Factoring Difference of Squares 2

30 0 Check for Understanding: Factoring Differences of Squares

Objective 5: Factor multi-step quadratic expressions, such as ones with a GCF

12 1 Text: Factoring in Algebra

12 0 Text: Factoring out the GCF (Greatest Common Factor)

27	0	Video: Factoring trinomials with a common factor (Khan)
6	0	Practice: Factoring Out the GCF First
2	0	Khan Exercise: Factoring Quadratics 2
12	0	Video: Factoring out a GCF to Produce Difference of Squares
13	0	Khan Exercise: Factoring Difference of Squares 3
18	0	Video: Factoring Tougher Quadratic Expressions (Khan)
19	0	Check for Understanding: Taking out a Common Factor
		<b>Content Assessment</b>
13	2	Content Assessment: Quadratic Expressions



## Math 9

### Power Focus Areas

<p><b>Solving Linear Equations</b></p>	<p><b>CS.MA.8-12.AI.4.0 » Algebra I » Mathematics » Content Standards</b>            Students simplify expressions before solving linear equations and inequalities in one variable, such as <math>3(2x - 5) + 4(x - 2) = 12</math>.</p> <p><b>CCSS.MA.8.8.EE.7.a » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p> <p><b>CCSS.MA.8.8.EE.7.b » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p> <p><b>CCSS.MA.9-12.A-REI.3 » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>
<p><b>Understanding Functions</b></p>	<p><b>CCSS.MA.8.8.F.1 » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p><b>CCSS.MA.9-12.F-IF.2 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p>
<p><b>Computations with Percents</b></p>	<p><b>CS.MA.6.NS.1.4 » Grade Six » Mathematics » Content Standards</b>            Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.</p> <p><b>CS.MA.7.NS.1.3 » Grade Seven » Mathematics » Content Standards</b>            Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.</p> <p><b>CS.MA.7.NS.1.6 » Grade Seven » Mathematics » Content Standards</b>            Calculate the percentage of increases and decreases of a quantity.</p> <p><b>CCSS.MA.6.6.RP.3.c » Grade 6 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p><b>CCSS.MA.7.7.RP.3 » Grade 7 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Use proportional relationships to solve multistep ratio and percent problems.</p>
	<p><b>CCSS.MA.9-12.F-BF.1 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Write a function that describes a relationship between two quantities.</p>

<p><b>Arithmetic &amp; Geometric Sequences</b></p>	<p><b>CCSS.MA.9-12.F-BF.2 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p> <p><b>CCSS.MA.9-12.LE.CCL » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Construct and compare linear, quadratic, and exponential models and solve problems</p> <p><b>CCSS.MA.9-12.F-LE.2 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>
<p><b>Forms of Linear Functions (Linear 1)</b></p>	<p><b>CCSS.MA.9-12.F-IF.7 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p><b>CCSS.MA.9-12.F-IF.7.a » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p><b>CCSS.MA.9-12.F-LE.2 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>
<p><b>Special Cases of Linear Functions (Linear 2)</b></p>	<p><b>CCSS.MA.8.8.F.3 » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p> <p><b>CCSS.MA.9-12.G-GPE.5 » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p>
<p><b>Systems of Equations (Linear 3)</b></p>	<p><b>CCSS.MA.8.8.EE.8.b » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.</p> <p><b>CCSS.MA.9-12.A-CED.3 » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p> <p><b>CCSS.MA.9-12.REI.SSE » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Solve systems of equations</p> <p><b>CCSS.MA.9-12.A-REI.6 » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>
	<p><b>CS.MA.8-12.AI.10.0 » Algebra I » Mathematics » Content Standards</b> Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.</p> <p><b>CS.MA.8-12.AI.11.0 » Algebra I » Mathematics » Content Standards</b></p>

**Quadratic Expressions (Quadratics 1)**

Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

**CS.MA.8-12.AII.4.0 » Algebra II » Mathematics » Content Standards**

Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.

**CCSS.MA.9-12.A-SSE.3.a » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Factor a quadratic expression to reveal the zeros of the function it defines.

**CS.MA.8-12.AI.14.0 » Algebra I » Mathematics » Content Standards**

Students solve a quadratic equation by factoring or completing the square.

**CCSS.MA.9-12.A-REI.4 » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Solve quadratic equations in one variable.

**CCSS.MA.9-12.A-REI.4.a » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

**Rational Roots of Quadratics (Quadratics 2)**

Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.

**CCSS.MA.9-12.A-REI.4.b » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

**CS.MA.8-12.AI.14.0 » Algebra I » Mathematics » Content Standards**

Students solve a quadratic equation by factoring or completing the square.

**CCSS.MA.9-12.A-SSE.3.b » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

**CCSS.MA.9-12.A-REI.4 » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Solve quadratic equations in one variable.

**CCSS.MA.9-12.A-REI.4.a » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

**Vertex Form of Quadratic Functions (Quadratics 3)**

Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.

**CCSS.MA.9-12.A-REI.4.b » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

**CCSS.MA.9-12.F-IF.7.a » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Graph linear and quadratic functions and show intercepts, maxima, and minima.

**CCSS.MA.9-12.A-REI.4.a » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

**Quadratic  
Formula and  
Irrational Roots  
(Quadratics 4)**

Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.

**CCSS.MA.9-12.A-REI.4.b** » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

**Exponential  
Growth  
(Exponential 1)**

**CS.MA.8-12.AII.12.0** » Algebra II » Mathematics » Content Standards

Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.

**CCSS.MA.9-12.F-IF.7.e** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

**CCSS.MA.9-12.F-IF.8.b** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Use the properties of exponents to interpret expressions for exponential functions.

**CCSS.MA.9-12.LE.CCL** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Construct and compare linear, quadratic, and exponential models and solve problems

**CCSS.MA.9-12.F-LE.1** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Distinguish between situations that can be modeled with linear functions and with exponential functions.

**CCSS.MA.9-12.F-LE.1.a** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

**CCSS.MA.9-12.F-LE.1.c** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

**CCSS.MA.9-12.F-LE.3** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

**CCSS.MA.9-12.SRT.USI** » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Understand similarity in terms of similarity transformations

**CCSS.MA.9-12.G-SRT.1** » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Verify experimentally the properties of dilations given by a center and a scale factor:

**CCSS.MA.9-12.G-SRT.1.b** » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

**CCSS.MA.9-12.G-SRT.2** » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

<p><b>Similarity</b></p>	<p>Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p> <p><b>CCSS.MA.9-12.G-SRT.3 » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</p> <p><b>CCSS.MA.9-12.SRT.PIS » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Prove theorems involving similarity</p> <p><b>CCSS.MA.9-12.G-SRT.5 » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>
<p><b>The Pythagorean Theorem and Distance</b></p>	<p><b>CCSS.MA.8.G.UPT » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Understand and apply the Pythagorean Theorem.</p> <p><b>CCSS.MA.8.8.G.6 » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Explain a proof of the Pythagorean Theorem and its converse.</p> <p><b>CCSS.MA.8.8.G.7 » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p><b>CCSS.MA.8.8.G.8 » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>

## Additional Focus Areas

<p><b>Domain and Range</b></p>	<p><b>CS.MA.8-12.AI.17.0 » Algebra I » Mathematics » Content Standards</b></p> <p>Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.</p> <p><b>CCSS.MA.9-12.F-IF.1 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>. The graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</p> <p><b>CCSS.MA.9-12.F-IF.5 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.</p>
	<p><b>CCSS.MA.6.EE.RSO » Grade 6 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Reason about and solve one-variable equations and inequalities.</p> <p><b>CCSS.MA.6.6.EE.8 » Grade 6 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p>

<b>Solving One-Variable Inequalities</b>	<p>Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p><b>CCSS.MA.9-12.REI.SEI</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Solve equations and inequalities in one variable</p> <p><b>CCSS.MA.9-12.A-REI.3</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>
<b>Two-Variable Inequalities (Linear 5)</b>	<p><b>CCSS.MA.9-12.A-CED.3</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p> <p><b>CCSS.MA.9-12.A-REI</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Reasoning with Equations and Inequalities</p> <p><b>CCSS.MA.9-12.A-REI.12</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>
<b>Graphs of Quadratic Functions (Quadratics 5)</b>	<p><b>CS.MA.8-12.AI.21.0</b> » Algebra I » Mathematics » Content Standards</p> <p>Students graph quadratic functions and know that their roots are the x-intercepts.</p> <p><b>CCSS.MA.9-12.A-SSE.3.b</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p><b>CCSS.MA.9-12.F-IF.7.a</b> » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p><b>CCSS.MA.9-12.F-IF.8.a</b> » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p>



**Course title: English 10**

**Cognitive Skills and Range** (minimally acceptable for passing English 10 up to the beginning of what’s considered advanced work)

<b>Cognitive skill</b>	<b>Range (C-A)</b>
Reading <ul style="list-style-type: none"> <li>- Fiction</li> <li>- Non-fiction</li> </ul>	4-5
Writing <ul style="list-style-type: none"> <li>- Argument</li> <li>- Expository</li> <li>- Narrative</li> <li>- Production &amp; distribution of writing</li> </ul>	4-5
Listening/speaking	4-5
Problem formulation (all strands)	4-5
Research (all strands)	4-5
Interpretation <ul style="list-style-type: none"> <li>- Analyze</li> <li>- Synthesize</li> <li>- Evaluate/critique</li> </ul>	4-5
Precision & accuracy	4-5

**Content Focus Areas**

<b>Category</b>	<b>Topic</b>	<b>Grades 9-10</b>
<b>For all categories</b>		Be able to define & identify the device/concept and point out more complex effects in texts with corresponding Lexile levels.
<b>Reading</b>	<b>Characterization</b>	speaker narrator protagonist antagonist foil tragic flaw archetypes caricature
	<b>Plot</b>	setting exposition rising action climax



	<b>Conflict</b>	falling action resolution/denouement internal/external conflict person versus person person versus self person versus society person versus nature person versus supernatural
	<b>Theme</b>	theme
	<b>Point of view</b>	point of view 1st person POV 2nd person POV 3rd person limited POV 3rd person omniscient POV
	<b>Voice</b>	interior monologue tone mood
	<b>Storytelling devices</b>	diction flashback flash forward suspense foreshadowing tension pacing
	<b>Imagery</b>	imagery
	<b>Figurative language</b>	figurative language simile metaphor motif personification symbolism hyperbole juxtaposition
	<b>Elements of drama</b>	soliloquy monologue catharsis
	<b>Irony</b>	irony dramatic irony verbal irony
	<b>Sound devices</b>	rhyme rhyme scheme rhythm onomatopoeia alliteration assonance

		consonance
		cacophony
		euphony
	<b>Drama</b>	act/scene/line
		stage directions
		aside
		chorus
		dramatic arc
	<b>Text structures</b>	prologue
		epilogue
		epigraph
	<b>Genres</b>	genre
		drama
		prose
		satire
		tragedy
		comedy
		verse
		allegory
		parody
		dystopian
	<b>Text types</b>	narrative
	<b>Poetic form</b>	ode
		sonnet
		free verse
		epic poem
	<b>Figures of speech</b>	cliché
		oxymoron
		paradox
		euphemism
		understatement
	<b>Audience</b>	audience
	<b>Rhetoric</b>	rhetoric
		argument
		purpose
		perspective
		bias
		occasion
		logical fallacies (straw man, false dichotomy, etc)
	<b>Appeals</b>	appeal
		ethos
		pathos
		logos
	<b>Syntactical terms</b>	syntax

		repetition
		parallelism
		rhetorical question
	<b>Argument structure</b>	claim
		counterargument
		justification
	<b>Types of evidence</b>	analogy
		anecdote
		allusion
	<b>Research process</b>	research question
		source cards
	<b>Source types</b>	database
		journal
		periodical
		abstract
	<b>Sourcing</b>	primary source
		secondary source
		valid
		relevant
		credible
	<b>Research strategies</b>	strategies for notetaking & organization information
		keyword search
		subject search
	<b>Citations</b>	plagiarism
		parenthetical citation
		MLA format
		works cited page
		footnote
	<b>Reading strategies</b>	predict
		summarize
		annotate
		use context to determine meaning of unknown words
		make inferences
		ask questions
		clarify/re-read
		chunk
		SOAPSTone
		dialectical journal
		Cornell notes
		t chart
		compare/contrast
		skim and scan

	<b>Prompt</b>	critical lenses (feminist, post-colonial)
		verify
		challenge
	<b>Expository</b>	qualify
		relevance
		synthesize
		clarity
	<b>Argument</b>	propaganda
	<b>Argument structure</b>	claim
		counterargument
	major claim	
	minor claim	
	rebuttal	
	rhetorical devices	
<b>Essay structure</b>	universal application	
	call to action	
<b>Audience &amp; purpose</b>	entertain	
	inform	
	explain	
	persuade	
	inspire	
	demonstrate	
	describe	
	analyze	
	delineate	
	evaluate	
	reflect	
<b>Language</b>	<b>Punctuation</b>	Commas
		Parentheses
		Apostrophes
		Ellipses
		Dialogue
		Quotations
		Semicolons
		Colons
		Dashes
		Brackets
	<b>Mechanics</b>	Commonly misspelled words
	<b>Parts of speech</b>	Homonyms
		Parts of speech
		Coordinating conjunction
		Subject
		Verb

Speaking & Listening	Run-on/Fragment	Object
		Clauses
		Independent/main clause
		Dependent/subordinate clause
		Phrases
		Modifiers
		Pronoun usage
		Gerunds
		Appositives
		Run-on sentences
Sentence types	Sentence fragment	
	simple sentence	
	Compound sentence	
	Complex sentence	
Verb usage	Compound-complex sentence	
	Verb tense	
	Active/passive voice	
	Subject-verb agreement	
MLA Style	MLA Style	
	Italics	
	Underlining	
Knowledge of words	root words	
	prefix	
	suffix	
	connotation	
	denotation	
	cognates	
	context	
	Presentation	Intonation
Inflection		
Sequencing		
Pace		

**Performance Tasks\***

\*All tasks assess precision & accuracy

**1. Performance Task Overview: Extended Socratic Seminar** (interdisciplinary w/ history)  
 Students will participate in a formal Socratic seminar around a universal theme (the concept of multiple causation, and sub-topics related to that – hindsight, blame, etc.). They will prepare for this Seminar by reading a novel that relates to that theme, conducting other research and working collaboratively with History to prepare in terms of research, content and norming.

Suggested text: *Chronicle of a Death Foretold* (Gabriel Garcia Marquez), etc.

Content knowledge time: Approximately 4 hours  
 - Demonstrate proficiency of argument &

Performance task time: 3-4 weeks (including novel)

research terms/concepts - Watch and critique model Socratic seminars - Time to read novel and complete assignment associated with it	
<b>Cognitive Skills</b> - Reading: <ul style="list-style-type: none"> <li>○ Comprehension</li> <li>○ Evidence</li> <li>○ Theme/central idea</li> <li>○ Development</li> <li>○ Evaluation- Non-fiction</li> <li>○ Multiple texts- Fiction</li> </ul> - Speaking/Listening (all strands except technology & visual display) - Problem Formulation <ul style="list-style-type: none"> <li>○ Understand the problem</li> <li>○ Strategize</li> </ul> - Research (all strands) - Interpretation (al strands)	
<b>ELA Content Knowledge (taken from the content guide)</b>	
<b>Reading</b> Theme, motif, symbolism, foreshadowing Types of evidence, analogy, anecdote Audience, speaker, argument, purpose, perspective, bias, occasion, tone Claim, evidence, counterargument, justification Primary source, secondary source Valid, relevant, credible Strategies for note-taking & organization Strategies: Annotate, SOAPStone, summarize, clarify/re-read, predict, critical lenses	<b>Speaking/Listening</b>  Questioning strategies Discussion norms Fallacious reasoning Verify, challenge
<b>Language</b> - L6.3b Maintain consistency in style and tone (especially in academic discussion) - 7.3a Use language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	

<b>2. Performance Task Overview: Argument Essay on Socratic Discussion</b> Using knowledge gained from their Socratic Seminars in English and History, their personal research and their novel, students will write an argument essay of 4-7 pages around the theme covered in the Socratic Seminar in terms of how it relates to their life or to current events. The first draft of the essay will be on-demand; students will then formally revise their first draft and produce a complete final draft.	
Content knowledge time: Approximately 3 hours - Demonstrate proficiency of rhetorical terms & concepts - Read & calibrate with model argument essays	Performance task time: Approximately 1-2 weeks.

<b>Cognitive Skills</b> <ul style="list-style-type: none"> <li>- Reading: <ul style="list-style-type: none"> <li>o Comprehension</li> <li>o Evidence</li> <li>o Theme/Central idea</li> <li>o Evaluation- Non-fiction and fiction</li> </ul> </li> <li>- Writing: Argument (All strands)</li> <li>- Writing: Production &amp; distribution (all strands)</li> <li>- Problem Formulation <ul style="list-style-type: none"> <li>o Understand the problem</li> <li>o Strategize</li> </ul> </li> <li>- Research <ul style="list-style-type: none"> <li>o Collecting sources</li> </ul> </li> <li>- Interpretation (all strands)</li> </ul>	
<b>ELA Content Knowledge (taken from the content guide)</b>	
<b>Reading</b>	<b>Writing</b>
Audience, speaker, argument, purpose , bias, occasion, tone Ethos, pathos, logos Logical fallacies Qualify Claim, evidence, counterargument Relevant MLA format, works cited, citation Strategies for note-taking/organization <b>Strategies: Chunk, summarize</b>	Claim, counterargument, rebuttal Verify, challenge Rhetorical devices Universal application, call to action Audience Purpose (persuade, evaluate) MLA format
<b>Language</b> <ul style="list-style-type: none"> <li>- L4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> <li>- L6.3a Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>- L9/10.1a Use parallel structure</li> <li>- 9/10.1b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations</li> </ul>	

<b>3. Performance Task Overview: Dystopian Narrative</b> (interdisciplinary w/history) Students will read a dystopian novel and write a 4-7 page narrative based on their historical knowledge of revolutions and totalitarianism and a current event in today’s world that concerns them; students will write a short reflection explaining how they developed their narrative around a universal theme they wanted to convey about their vision of a possible future for the world.  Suggested Texts: <i>1984</i> (George Orwell), <i>The Handmaid’s Tale</i> (Margaret Atwood), <i>Brave New World</i> (Aldous Huxley), <i>Fahrenheit 451</i> (Ray Bradbury), <i>Player Piano</i> (Kurt Vonnegut), <i>The Children of Men</i> (P.D. James), <i>We</i> (Yevgeny Zamatin), etc.	
Content knowledge time: Approximately 7 hours <ul style="list-style-type: none"> <li>- Demonstrate proficiency of narrative terms &amp; concepts</li> <li>- Demonstrate proficiency of historical content</li> <li>- Read, analyze, &amp; calibrate with model</li> </ul>	Performance task time: Approximately 4-5 weeks

narratives - Read chosen novel and complete related assignment (10 hours?)	
<b>Cognitive Skills</b> <ul style="list-style-type: none"> <li>- Reading:             <ul style="list-style-type: none"> <li>o Comprehension</li> <li>o Evidence</li> <li>o Theme/central idea</li> <li>o Development- Fiction</li> <li>o Structure- Fiction</li> <li>o Point of view/Purpose</li> </ul> </li> <li>- Writing: Narrative (All strands)</li> <li>- Writing: Production &amp; distribution (all strands)</li> <li>- Problem Formulation             <ul style="list-style-type: none"> <li>o Understand the problem</li> <li>o Strategize</li> </ul> </li> <li>- Interpretation             <ul style="list-style-type: none"> <li>o Analyze (unclear if focus should be on writing narrative or analyzing models or both)</li> <li>o Evaluate/critique</li> </ul> </li> </ul>	
ELA Content Knowledge (taken from the content guide)	
<b>Reading</b>	<b>Writing</b>
Narrator, setting, theme, protagonist, antagonist Plot (exposition, rising action, climax, falling action, resolution, internal/external conflict) Theme 1 <sup>st</sup> person/3 <sup>rd</sup> limited/omniscient point of view Tone Flashback, flash forward, suspense, foreshadowing, tension Imagery , symbolism Pacing, shift Propaganda, euphemism, paradox, oxymoron, allegory, understatement Dystopian? Strategies: Annotate, make inferences	Theme Reflection Pace Audience Purpose (describe, entertain, perspective)
<b>Language</b>	
<ul style="list-style-type: none"> <li>- L6.3a Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>- 9/10.1b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations (i.e., appositives)</li> <li>- 9/10.2a Use a semicolon to link two or more closely related independent clauses</li> <li>- 7.3a Use language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</li> </ul>	

#### 4. Performance Task Overview: Poetry Comparison Essay (ELA)

Students will read a variety of poems and choose two poems on the same topic to compare and contrast in an expository poetry analysis essay of 4-7 pages.



<p>Content knowledge time: Approximately 5 hours</p> <ul style="list-style-type: none"> <li>- Demonstrate proficiency of poetry terms &amp; concepts</li> <li>- Read &amp; analyze poems</li> <li>- Read &amp; calibrate with model essays</li> </ul>	<p>Performance task time: Approximately 2-3 weeks</p>
<p>Cognitive Skills</p> <ul style="list-style-type: none"> <li>- Reading: <ul style="list-style-type: none"> <li>o Comprehension</li> <li>o Evidence</li> <li>o Theme/central idea</li> <li>o Diction</li> <li>o Structure- Fiction</li> <li>o Point of view/Purpose</li> </ul> </li> <li>- Writing: Argument (All strands)</li> <li>- Writing: Production &amp; distribution (all strands)</li> <li>- Production &amp; distribution</li> <li>- Problem Formulation <ul style="list-style-type: none"> <li>o Understand the problem</li> <li>o Strategize</li> </ul> </li> <li>- Interpretation (all strands)</li> </ul>	
<p>ELA Content Knowledge (taken from the content guide)</p>	
<p>Reading</p>	<p>Writing</p>
<p>Speaker Tone Theme Diction, connotation, denotation Figurative language, imagery, simile, metaphor, personification, symbolism, onomatopoeia, juxtaposition Rhyme, rhythm, meter, alliteration, assonance, consonance, cacophony, euphony Free verse, ode, sonnet, epic, dramatic monologue, lyric poetry Strategies: Annotate, clarify/re-read, make inferences, ask questions, compare/contrast</p>	<p>Audience Purpose (explain, analyze) Universal application Formal diction MLA style Citation terms (plagiarism, parenthetical citation, footnote)</p>
<p>Language</p>	
<ul style="list-style-type: none"> <li>- 9/10.1b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations (i.e., appositives)</li> <li>- 9/10.2a Use a semicolon to link two or more closely related independent clauses.</li> <li>- 9/10.2b Use a colon to introduce a list or quotation</li> <li>- 7.3a Use language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</li> </ul>	

**4. Performance Task Overview: World Lit Circles Literary Analysis Essay**

Students will read a world literature novel and write an expository essay analyzing how selected literary elements and the setting contribute to the novel’s theme. Students will also conduct research into the relevant history of their country at that time period and must include at least one historical source in their essay.

Suggested Texts: *Breath, Eyes, Memory* (Edwidge Danticat); *Waiting* (Ha Jin); *Things Fall Apart* (Chinua Achebe), *The Kite Runner* (Khaled Hosseini); *The God of Small Things* (Arundhati Roy); *The Unbearable Lightness of Being* (Milan Kundera); *Cry the Beloved Country* (Alan Paton); *The Book Thief* (Markus Zusak); etc.

<p>Content knowledge time: Approximately 13 hours</p> <ul style="list-style-type: none"> <li>- Demonstrate proficiency of literary terms &amp; concepts (mostly review but new assessments)</li> <li>- Read &amp; analyze models</li> <li>- ~10 hours to read the novel and complete an assignment associated with it (i.e. dialectical journal or annotations)</li> </ul>	<p>Performance task time: Approximately 4-5 weeks.</p>
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<p><b>Cognitive Skills</b></p> <ul style="list-style-type: none"> <li>- Reading:             <ul style="list-style-type: none"> <li>o Comprehension</li> <li>o Evidence</li> <li>o POV/Purpose</li> <li>o Theme/central idea</li> <li>o Development- Fiction</li> <li>o Diction</li> <li>o Structure- Fiction</li> </ul> </li> <li>- Writing: Expository (All strands)</li> <li>- Writing: Production &amp; distribution (all strands)</li> <li>- Research (all strands)</li> <li>- Problem Formulation             <ul style="list-style-type: none"> <li>o Understand the problem</li> <li>o Strategize</li> </ul> </li> <li>- Interpretation             <ul style="list-style-type: none"> <li>o Analyze</li> <li>o Evaluate/critique</li> </ul> </li> </ul>
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**ELA Content Knowledge (taken from the content guide)**

Reading	Writing
<p>Narrator, protagonist, antagonist            Setting, theme            1<sup>st</sup>, 3<sup>rd</sup> limited/omniscient point of view            Flash forward, flashback            Figurative language            Irony, verbal irony  <b>Strategies: Make inferences, dialectical journals</b></p>	<p>Theme            Claim            Universal application            Audience            Purpose (explain, analyze)            Formal diction            MLA style, italics            Plagiarism, parenthetical citation, footnote</p>

<p><b>Language</b></p> <ul style="list-style-type: none"> <li>- L6.3a Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>- L7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</li> <li>- L9/10.1a Use parallel structure</li> <li>- L9/10.2b Use a colon to introduce a list or quotation</li> </ul>
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## 6. Performance Task Overview: Human Rights Research Paper

Students will research a human rights topic from around the world that intrigues them, write an expository research paper of 5-7 pages, and present their findings in front of their peers.

Content knowledge time: Approximately 3 hours

- Demonstrate proficiency of research & argument terms/concepts (mostly covered in English 9)
- Read & analyze model research papers

Performance task time: Approximately 6 weeks

### Cognitive Skills

- Reading:
  - o Comprehension
  - o Evidence
  - o Theme/Central idea
  - o Integration & evaluation- Non-fiction
  - o Evaluation- Non-fiction
  - o Multiple texts- Non-fiction
- Writing: Expository (All strands)
- Writing: Production & distribution (all strands)
- Speaking/Listening
  - o Presentation
  - o Technology & visual display
- Problem Formulation (all strands)
- Research (all strands)
- Interpretation (all strands)

### ELA Content Knowledge (taken from the content guide)

#### Reading

Audience, speaker, argument, purpose, bias, occasion, tone  
 Claim, evidence, counterargument, justification  
 Research question, source cards  
 Valid, relevant, credible  
 Plagiarism, parenthetical citation  
 Database, journal, periodical, abstract, footnote  
 MLA format, works cited, citation  
 Strategies for note-taking/organization  
 Strategies: SOAPStone, Cornell notes, skim/scan

#### Writing

Objective, unbiased  
 Relevance, validity  
 Synthesize  
 Claim, counterargument, rebuttal  
 Universal application, call to action  
 Audience  
 Purpose (inform, explain, persuade)  
 MLA format

#### Language

#### Speaking/Listening

<ul style="list-style-type: none"> <li>- L4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> <li>- L6.1c Recognize and correct inappropriate shifts in pronoun number and person</li> <li>- L6.3a Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>- L9/10.1a Use parallel structure</li> <li>- 7.3a Use language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (avoid passive voice)</li> </ul>	<p>Presentation- sequencing, pace</p>
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**Degree of difficulty**

Students will be able to read & comprehend texts between 1150-1305 Lexiles independently & proficiently. Any cognitive skill (reading or writing analysis, research, interpretation, discussion, etc.) will also be on texts in this Lexile range.

3-5th	6-8th	9-10th	11-12 <sup>th</sup> /CCR
740L–1010L	955L–1155L	1080L–1305L	1215L–1355L

Name of Resource	Type of Resource	URL of Resource	Description	URL un-block list (content specific resources)
Literacy Design Collaborative	Performance tasks and resources	<a href="http://www.literacydesigncollaborative.org/">http://www.literacydesigncollaborative.org/</a>		<a href="http://www.quia.com/quiz/1607193.html">http://www.quia.com/quiz/1607193.html</a>
No Red Ink	Grammar and process writing help	<a href="http://www.noredink.com">www.noredink.com</a>	Students sign up for this site and answer a quiz on their interests in pop culture, sports, entertainment, etc. Then they receive customized grammar quizzes for their particular interests.	
PBS.org	Online videos and curricular resources	<a href="http://www.pbs.org/teachers/classroom/9-12/">http://www.pbs.org/teachers/classroom/9-12/</a>	Many videos and resources for math, english, history, and science. Variety of topics covered, you need to search.	<a href="http://writingcommons.org/information-literacy/understanding-arguments/rhetorical-analysis/rhetorical-appeals/ethos">http://writingcommons.org/information-literacy/understanding-arguments/rhetorical-analysis/rhetorical-appeals/ethos</a>
SAS Curriculum Pathways	Online videos and curricular resources	linked in 1st column	Offers interactive lessons, tools, and resources designed for teachers and students, grades 6-12, developed by educators. Linked to standards & searchable.	
19pencils			Same as SAS	<a href="http://www.teach-nology.com/worksheets/language_arts/simil">http://www.teach-nology.com/worksheets/language_arts/simil</a>
Better Lesson	Online curricular resources	linked in 1st column	Find lesson plans, classroom materials, and instructional resources from high-performing teachers.	<a href="http://www.isu.edu/success/writing/handouts/runons">http://www.isu.edu/success/writing/handouts/runons</a>
Purdue OWL Writing Exercises	Online grammar/convention resources	linked in 1st column	Explanations of grammar, punctuation, spelling, sentence style, etc. plus interactive exercises. Totally awesome.	<a href="http://www.k12reader.com/figurative-language/circle-the-simile.pdf">http://www.k12reader.com/figurative-language/circle-the-simile.pdf</a>
Poetry Foundation	Poetry terms and poems	linked in 1st column	Poetry terms glossary, archive of poems (searchable by poet or by poem type), poetry learning lab	
Grammar Girl	Online grammar/convention resources	<a href="http://grammar.quickanddirtytips.com/">http://grammar.quickanddirtytips.com/</a>	Straightforward and accessible explanations of grammar and convention concepts, particularly common errors; includes podcasts with audio	<a href="http://writingcommons.org/information-literacy/understanding-arguments/rhetorical-analysis/rhetorical-appeals/pathos">http://writingcommons.org/information-literacy/understanding-arguments/rhetorical-analysis/rhetorical-appeals/pathos</a>
CNN/CBS Story Archive	Reading comprehension	<a href="http://literacynet.org/cnnsf/archives.html">http://literacynet.org/cnnsf/archives.html</a>	Collection of high-interest (?) CNN articles with vocabulary and comprehension activities; better suited for lower grades	
Poetry Out Loud	Poetry terms and poems	linked in 1st column	Poetry terms glossary with poem examples, poetry audio clips, etc	
ESL Bee	Grammar	<a href="http://eslbee.com/sentences.htm">http://eslbee.com/sentences.htm</a>	Grammar explanations for ELL students	
My English Teacher	Grammar	<a href="http://www.myenglishteacher.net/">http://www.myenglishteacher.net/</a>	Grammar definitions, explanations and fixing grammar errors	
Open Yale Courses	College lecture on poetic meter	<a href="http://oyc.yale.edu/english/engl-310/lecture-3">http://oyc.yale.edu/english/engl-310/lecture-3</a>	Taped lectures of college professors discussing poetry	
Brain Pop	Grammar/Literature	<a href="http://www.brainpop.com">www.brainpop.com</a>	Videos, quizzes, and games on all kinds of academic topics (beyond English).	
EReadingWorksheets	General ELA	<a href="http://www.ereadingworksheets.com/">http://www.ereadingworksheets.com/</a>	Interactive worksheets, ppts, etc.	
Time4Writing	Grammar	<a href="http://www.time4writing.com/sentence-writing/simple-complex-compound-sentences/">http://www.time4writing.com/sentence-writing/simple-complex-compound-sentences/</a>	Explanations, videos, practice activities, and games on grammar concepts	
Librарyspot.com	Research	<a href="http://www.librарyspot.com/">http://www.librарyspot.com/</a>	Helpful reference desk for all kinds of research, tips on how to research, dictionary, thesaurus, quotation links, etc	
Shmoop Literary Glossary	Literary Terms	<a href="http://www.shmoop.com/literature-glossary/">http://www.shmoop.com/literature-glossary/</a>	Definitions and examples of lit terms	
Writing Commons	Rhetoric	<a href="http://writingcommons.org">writingcommons.org</a>	Help with college writing (process, genre, research)	
Montgomery, KY School District	Literary Terms	<a href="http://www.montgomery.kyschools.us/userfiles/1501/Classes/686/sound%20devices%20foundation%20lesson.pdf">http://www.montgomery.kyschools.us/userfiles/1501/Classes/686/sound%20devices%20foundation%20lesson.pdf</a>	Definitions literary terms	
		<a href="http://depts.dyc.edu/learningcenter/owl/exercises/run-ons_ex1.htm">http://depts.dyc.edu/learningcenter/owl/exercises/run-ons_ex1.htm</a>		

Interactice Grammar quiz	Grammar		Interactive grammar quiz			
Grammar YourDictionary	Grammar	<a href="http://grammar.yourdictionary.com">http://grammar.yourdictionary.com</a>	Grammar terms and explanations			
English Club	Grammar Terms	<a href="http://www.englishclub.com/grammar/terms.htm">http://www.englishclub.com/grammar/terms.htm</a>	Defintions and explanations of grammar			
Super Teacher Tools	General ELA	<a href="http://www.superteachertools.com/">http://www.superteachertools.com/</a>	Flash Games (ex. Jeopardy)			
Wise Geek	Literary Terms	<a href="http://www.wisegeek.com/what-is-consonance.htm">http://www.wisegeek.com/what-is-consonance.htm</a>	Define literary terms			
Bright Hub Education	Literary Terms	<a href="http://www.brighthubeducation.com/homework-help-literature/47533-examples-of-asonance-and-consonance-in-poetry/">http://www.brighthubeducation.com/homework-help-literature/47533-examples-of-asonance-and-consonance-in-poetry/</a>	Example poetry - sound devices. Numerous other literary terms available.			
Shakespeare Glossary	Literary Glossary	<a href="http://www.shakespeareswords.com">http://www.shakespeareswords.com</a>	Glossary of Shakespeare's vocabulary			
No Fear Shakespeare	Shakespeare	<a href="http://www.nfs.sparknotes.com">http://www.nfs.sparknotes.com</a>	Modern translation of Shakespeare			
Teacher Google site	Literary Terms	<a href="https://sites.google.com/site/examplesinpoetry/rhythm-poetry-examples-definition">https://sites.google.com/site/examplesinpoetry/rhythm-poetry-examples-definition</a>	Teacher created google site - defines rhythm, meter and other literary terms.			
ChompChomp	Grammar	<a href="http://www.chompchomp.com/">http://www.chompchomp.com/</a>	Grammar terms and explanations, quizzes.			
Folger Shakespeare Library	Shakespeare/Drama	<a href="http://www.folger.edu/Content/Teach-and-Learn/Teaching-Resources/">http://www.folger.edu/Content/Teach-and-Learn/Teaching-Resources/</a>	Helpful lesson plans and tips for teaching drama and Shakepearean plays			
Guide to Grammar & Writing		<a href="http://grammar.ccc.commnet.edu/grammar/">http://grammar.ccc.commnet.edu/grammar/</a>	Many interactive quizzes on grammar concepts Create your own Jeopardy Games or search those others have made			
Jeopardy Labs		<a href="https://jeopardylabs.com/">https://jeopardylabs.com/</a>				
American Literature	Books and Short Stories	<a href="http://www.americanliterature.com/">http://www.americanliterature.com/</a>	Books and short stories available in full online			
UPenn Writing Center - Poetry	Poetry resources (audio, text, etc)	<a href="http://www.writing.upenn.edu/~afilreis/88/home.html">http://www.writing.upenn.edu/~afilreis/88/home.html</a>	Audio recordings of poems ready by poets, poems, literary movements			

## Physics (10th grade)

### *I. Cognitive Skills and Ranges*

<b>Domain/Topic/Subtopic</b>	<b>Appropriate Range</b>
Reading/Comprehension	4-5
Reading (non-fiction)/Development	4-5
Reading (non-fiction)/Evaluation	4-5
Reading (non-fiction)/Multiple texts	4-5
Writing/Argument	4-5
Writing/Expository	4-5
Vocabulary acquisition	4-5
Speaking/Listening/Presentation	4-5
Speaking/Listening/Preparation	4-5
Speaking/Listening/Contribution	4-5
Speaking/Listening/Credibility	4-5
Speaking/Listening/Discussion	4-5
Speaking/Listening/Norms	4-5
Speaking/Listening/Summary and Synthesis	4-5
Speaking/Listening/Technology and Visual Display	4-5
Problem formulation/Understanding problem	4-5
Problem formulation/Hypothesizing	4-5
Problem formulation/Strategizing	4-5
Problem formulation/Ask questions	4-5
Research/Identifying sources	4-5
Research/Collecting sources	4-5
Research/Assess reliability	4-5
Interpretation/Analyze	4-5
Interpretation/Synthesis	4-5
Interpretation/Evaluate & Critique	4-5
Precision & Accuracy	4-5

*II. Content Focus Areas and Power Strands*

<b>Content Focus Areas</b>	<b>Power Strand?</b>
Energy Basics	
Newton's First and Second Laws of Motion	*
Kinematics	
Momentum and Collisions (Newton's Third Law)	
Conservation of Momentum	*
Contact and Non-Forces	
Gravity	
Electrostatics	
Electromagnetism	
Microscopic/Macroscopic Models of Energy	
Conservation of Energy	*
First/Second Law of Thermodynamics	
Fields: Forces and Energy	
Wave Properties	
Wave/Particle Models for Electromagnetic Waves	
Electromagnetic Spectrum (Light)	
Applications of electromagnetic waves	*
Circuits	*
Big Bang, formation of stars and planets	
Circular Motion (Kepler's Laws and Planetary Orbits)	



III. Performance Tasks and Related Common Core “Content” Standards

Performance Task	Cognitive Skills	Playlists
<p>Energy Theater</p> <p>Product: Skit Socratic Seminar Written Reflection</p> <p>Description:</p> <p>Students will first work in teams to “act out” the transfer and/or transformations of energy. Next, they will reflect on the process in a socratic seminar.</p> <p>( 7-8 days )</p> <p>Note: This performance task is designed to be an intro to the course.</p>	<p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>-Discussion</li> <li>-Norms</li> <li>-Contribution</li> <li>-Summary and Synthesis</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Expository</li> </ul> <p><b>Precision/Accuracy</b></p>	<p>-Energy Basics</p>
<p>Electromagnetic Spectrum Wave Applications Research Project</p> <p>Product: Multimedia Research paper</p> <p>Description:</p> <p>Students will research one application of EM waves and relate it to the physics of EM waves. The product will be a multimedia presentation.</p> <p>(8 days of instruction over 4/5 weeks)</p>	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>- Collecting Sources</li> <li>- Assessing Reliability</li> </ul> <p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>- Synthesizing (Contextualizing)</li> </ul> <p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>-Technology and Visual Display</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Expository</li> </ul> <p><b>Precision/Accuracy</b></p>	<p>-Wave Properties</p> <p>-Wave/Particle Models of Electromagnetic Waves</p> <p>-Electromagnetic Spectrum (light)</p> <p>-Applications of Electromagnetic Waves</p>

<p>Electric House Modeling</p> <p>Product: Written Proposal Electric House Written Evaluation</p> <p>Description: Students will apply their knowledge of circuits to propose and build a properly wired electric house.</p> <p>(~ 3 weeks)</p>	<p><b>Writing</b> -Argument</p> <p><b>Problem formulation:</b> -Understanding Problem -Strategizing -Generation of Action Plan - Use tools develop Models</p> <p><b>Interpretation</b> -Evaluate/Critique</p> <p><b>Precision/Accuracy</b></p>	<p>-Electrostatics -Electromagnetism -Circuits</p>
<p>Design your own experiment</p> <p>Product: Lab Report Presentation to Peer Review Panel</p> <p>Description: Students will design and carry out their own experiment on a topic of their choice within kinematics. The final product will be a full lab report. They will present their findings to a peer panel.</p> <p>(14 days of instruction over 7 weeks)</p>	<p><b>Research</b> -Identifying Sources -Collecting Sources -Assessing Reliability</p> <p><b>Writing</b> -Argument</p> <p><b>Problem Formulation</b> -Asking Questions -Understanding the Problem -Strategizing -Hypothesizing</p> <p><b>Interpretation</b> -Analyze -Synthesize -Evaluate/Critique</p> <p><b>Precision/Accuracy</b></p> <p><b>Speaking/Listening</b> -Preparation -Summary and Synthesis -Credibility -Presentation</p>	<p>*To work on simultaneously:</p> <p>-Conservation of Energy -Conservation of Momentum -Gravity -Kinematics -Newton's First and Second Laws of Motion - Momentum and Collisions (Newton's Third Law)</p>
<p>Exoplanet Exploration</p> <p>Product:</p>	<p><b>Research</b> - Collecting sources - Assessing reliability &amp; validity</p>	<p>-Big Bang, formation of stars and planets -Circular Motion</p>

<p>Informative Poster</p> <p>Description: Students will explore NASA's Kepler habitable exoplanet discovery process. They will produce a poster that describes the exoplanet discovery process and two current events around newly discovered planets.</p> <p>(5 days of instruction over 2 weeks)</p> <p>*Note: This project will occur during the DY0 experiment listed above.</p>	<p>sources</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Comprehension</li> <li>- (non-fic) Development</li> <li>- (non-fic) Evaluation</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Expository <ul style="list-style-type: none"> <li>-Organization</li> <li>-Development</li> </ul> </li> </ul> <p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>- Technology and Visual Display</li> </ul> <p><b>Precision/Accuracy</b></p>	<p>(Kepler's Laws and Planetary Orbits)</p>
<p>Pendulum Croquet</p> <p>Product: Written Report</p> <p>(10 days of instruction)</p> <p>Description: Students will choose the height of the first golf ball and use mechanics concept to predict the vertical velocity and horizontal distance of the second golf ball after it was hit by the first. The product will be a written report that describes the conceptual and mathematical analysis of the scenario.</p> <p>Note: This project is the summative performance task at the end of the course.</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Argument</li> </ul> <p><b>Problem Formulation</b></p> <ul style="list-style-type: none"> <li>-Understanding problem</li> <li>-Strategizing <ul style="list-style-type: none"> <li>- Generation of Action Plan</li> <li>- Using model to make predictions</li> </ul> </li> </ul> <p><b>Precision/Accuracy</b></p> <p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>-Evaluate/Critique</li> </ul>	<ul style="list-style-type: none"> <li>-Conservation of Energy</li> <li>-Conservation of Momentum</li> <li>-Gravity</li> <li>-Kinematics</li> <li>-Newton's First and Second Laws of Motion</li> <li>- Momentum and Collisions (Newton's Third Law)</li> </ul>

*Degree of Difficulty*

Difficulty Continuum:

Earth	Life	Physical	Biology	<b>Physics</b>	Chemistry	AP
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Name of Resource	Type of Resource	URL of Resource	Description	Example of Resource
Neo K12	Games, Videos	<a href="http://www.neok12.com/">http://www.neok12.com/</a>	Games and videos across all subjects organized by content standard.	<a href="http://www.neok12.com/diagram/Carbon-Cycle-01.htm">http://www.neok12.com/diagram/Carbon-Cycle-01.htm</a>
Crash Course	Videos	<a href="http://www.youtube.com/user/crashcourse">http://www.youtube.com/user/crashcourse</a>	Engaging videos (alternative to Khan) on a wide range of topics.	
Bozeman Science	Videos	<a href="http://www.youtube.com/user/bozemanbiology">http://www.youtube.com/user/bozemanbiology</a>	Engaging videos (alternative to Khan) on a wide range of topics.	
Brain Genie	Videos, Quizzes	<a href="http://braingenie.ck12.org/">http://braingenie.ck12.org/</a>	Videos and quizzes organized by content standards (Math & Science)	<a href="http://braingenie.ck12.org/skills/107571">http://braingenie.ck12.org/skills/107571</a>
Brightstorm	Videos	<a href="http://www.brightstorm.com/science/">http://www.brightstorm.com/science/</a>	Good collection of science content videos	
ck 12	Texts, Videos, Sample questions	<a href="http://www.ck12.org">http://www.ck12.org</a>	Free online textbooks that is a tad bit more interactive. Passages interrupted with videos and check for understanding questions.	<a href="http://www.ck12.org/physics/Mechanical-Wave/lesson/user%3AY2sxMmNvbnRlbnRkZW1vQGdtY">http://www.ck12.org/physics/Mechanical-Wave/lesson/user%3AY2sxMmNvbnRlbnRkZW1vQGdtY</a>
Ted-Ed	Flipped Videos	<a href="http://ed.ted.com/">http://ed.ted.com/</a>	Flip any videos from Ted or youtube to make your guiding questions that are displayed alongside the video as it's playing. Will give students feedback on questions.	<a href="http://ed.ted.com/lessons/is-space-trying-to-kill-us-ron-shaneyfelt#review">http://ed.ted.com/lessons/is-space-trying-to-kill-us-ron-shaneyfelt#review</a>
ChemThink	Website, sample Questions, etc.	<a href="http://www.chemthink.com">www.chemthink.com</a>	Online lessons and questions, etc. You need to register, though :(	
Learn Genetics	Website, Animations	<a href="http://learn.genetics.utah.edu/">http://learn.genetics.utah.edu/</a>	Intro to genetics animations and games	<a href="http://learn.genetics.utah.edu/content/begin/tour/index.html">http://learn.genetics.utah.edu/content/begin/tour/index.html</a>
DNA from the beginning	Website, Animations, Videos, and Practice Problems	<a href="http://www.dnaftb.org">http://www.dnaftb.org</a>	Interactive animations about real science experiments and quiz questions on a range of genetics, DNA, and genetic engineering topics	<a href="http://www.dnaftb.org/21/animation.html">http://www.dnaftb.org/21/animation.html</a>
AAAS	assessment	<a href="http://assessment.aaas.org">http://assessment.aaas.org</a>	The items and other resources available on this site were developed by AAAS Project 2061 with funding from the National Science Foundation. The items are different from most multiple choice science test items in that they: assess students' conceptual understanding, not just facts and definitions, test for common misconceptions and alternative ideas students have along with their correct ideas, are precisely aligned to the science ideas they are intended to test.	
Education Portal: Science	Texts, Videos, and Animations	<a href="http://education-portal.com/academy/subject/science">http://education-portal.com/academy/subject/science</a>	Free online courses with videos covering life science and chemistry concepts - content is split into chapters much like ck 12	<a href="http://education-portal.com/academy/lesson/dna-packaging-and-chromosome-condensation.html">http://education-portal.com/academy/lesson/dna-packaging-and-chromosome-condensation.html</a>
Science Case Studies Database	Case Studies and practice tasks	<a href="http://sciencecases.lib.buffalo.edu/cs/">http://sciencecases.lib.buffalo.edu/cs/</a>	Science case studies developed at the University of Buffalo, organized by topic in a searchable database.	
DNA learning center				<a href="http://www.dnalc.org/resources/3d/07-how-dna-is-packaged-basic.html">http://www.dnalc.org/resources/3d/07-how-dna-is-packaged-basic.html</a>
HHMI - Biointeractive	Videos, animations, virtual labs, and texts	<a href="http://www.hhmi.org/biointeractive/">http://www.hhmi.org/biointeractive/</a>	Howard Hughes Memorial Institute's interactive biology resource site. Lots of great resources, especially recent high-quality evolution video clips. All video downloadable or available streaming off site.	<a href="http://www.hhmi.org/biointeractive/shortfilms/index.html">http://www.hhmi.org/biointeractive/shortfilms/index.html</a>
MESA	Projects, esp for physics and math	<a href="http://azmesa.arizona.edu/sites/azmesa.arizona.edu/files/Lesson%20Plans%20Master-HS.pdf">http://azmesa.arizona.edu/sites/azmesa.arizona.edu/files/Lesson%20Plans%20Master-HS.pdf</a>	Various projects with lesson plans. Projects take 1 to several days to complete.	<a href="http://azmesa.arizona.edu/sites/azmesa.arizona.edu/files/Lesson%20Plans%20Master-HS.pdf">http://azmesa.arizona.edu/sites/azmesa.arizona.edu/files/Lesson%20Plans%20Master-HS.pdf</a>

Understanding Evolution	text, interactive resources	<a href="http://evolution.berkeley.edu">http://evolution.berkeley.edu</a>	Berkeley-based evolution education site.	
Gooru	currates online science, math, and social science teaching resources	<a href="http://www.goorulearning.org/#!discover">http://www.goorulearning.org/#!discover</a>	"Gooru is a STEM education research, search, and curation portal that relies on crowd sourcing and collective intelligence. A team of educators is tagging curated teaching resources at the conceptual level. They identify factually correct, image rich web content that can aid students and teachers when they are learning about a specific subject, such as velocity."	

**AP US History      11<sup>th</sup> grade**

*I. Cognitive Skills and Ranges*

<b>Domain/Topic/Subtopic</b>	<b>Appropriate Range</b>
Chronological Reasoning	4-7
Comparison and Contextualization	4-7
Crafting Historical Arguments from Historical Evidence	4-7
Historical Interpretation and Synthesis	4-7
Evaluating Multiple Sources of Information in Timed Context	4-7
	4-7

<b>Domain/Topic/Subtopic</b>	<b>Appropriate Range</b>
Reading <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Evidence</li> <li>• Point of view and purpose</li> <li>• Evaluation (non-fic)</li> </ul>	5-7
Writing <ul style="list-style-type: none"> <li>• Argument</li> <li>• Production and Distribution → Revising and editing</li> <li>• Production and Distribution → Technology</li> </ul>	5-7
Speaking/Listening <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Norms</li> <li>• Contribution</li> <li>• Summary and synthesis</li> <li>• Credibility</li> <li>• Presentation</li> <li>• Technology and visual display</li> </ul>	5-7
Research <ul style="list-style-type: none"> <li>• Identifying Sources</li> <li>• Collecting Sources → Number and variety of sources</li> <li>• Collecting Sources → Gathering, paraphrasing, processing, recording</li> <li>• Assessing, reliability, &amp; validity of sources</li> </ul>	5-7
Interpretation <ul style="list-style-type: none"> <li>• Synthesize → Contextualize information/data and take a variety of perspectives/points of view</li> <li>• Evaluate/Critique → Determine strengths/flaws in trends, conclusions, arguments to state the most reasonable and justifiable interpretation</li> </ul>	5-7

## II. Power Strands and Content Focus Areas

<b>Power Strands</b>	<b>Content Focus Areas</b>
Pre-Columbian America	-American Indians and Europeans in North America
US Founding	-Enlightenment -First Great Awakening -Causes of American Revolution -American Revolution -Constitution
Early Republic	-Jefferson v. Hamilton -Rise of Supreme Court -Jeffersonian Politics -Monroe Doctrine
Western Expansion	-Second Great Awakening -Jacksonian Democracy -Native American Removal Act -Manifest Destiny -Mexican-American War -Differences between North and South -Rise of Nationalism and Political Parties -Nullification Crisis
Civil War and Reconstruction	-Economics of Slavery -Life under Slavery -Sectionalism -Technology and Tensions -Reconstruction Amendments and Laws -American Society under Reconstruction (Northern, Western, Southern) -Reconstruction Plans -KKK 1865-1867 -Lincoln and Growth of Executive Power
Immigration and Industrialization	-Push v. Pull Factors -Diversity of immigrant experiences (ethnic, religious) -Assimilation -Organized Labor -Political Machines -Robber Barons or Captains of Industry? -Economics of the Gilded Age
American Empire/Imperialism	-Open Door Policy -Spanish American War -Hawaiian Annexation -Panama Canal -Theodore Roosevelt



WWI	<ul style="list-style-type: none"> <li>- U.S. Isolationism</li> <li>- U.S. Enters WWI</li> <li>- U.S. and the Home Front</li> <li>- Wilson's 14 Points</li> </ul>
Progressivism and the 1920s	<ul style="list-style-type: none"> <li>-Women's suffrage movement</li> <li>-Prohibition movement</li> <li>-Political reforms: 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> Amendments</li> <li>-Woodrow Wilson</li> <li>-Stock market crash of 1929</li> <li>-Federal Reserve Act of 1913</li> <li>-Red Scare</li> <li>-KKK 1918 – 1930</li> <li>-The Great Migration</li> </ul>
The Great Depression	<ul style="list-style-type: none"> <li>-Herbert Hoover</li> <li>-The 1<sup>st</sup> New Deal</li> <li>-The 2<sup>nd</sup> New Deal</li> <li>-The Dust Bowl</li> <li>-Franklin Delano Roosevelt</li> <li>-Keynesian vs. laissez-faire economics</li> </ul>
WWII	<ul style="list-style-type: none"> <li>-Japanese expansion 1918 – 1940</li> <li>-US isolationism</li> <li>-European theater</li> <li>-Pacific theater</li> <li>-Homefront in US during WWII</li> <li>-Japanese Internment in WWII</li> <li>-Harry Truman</li> <li>-Expansion of federal government power</li> </ul>
Post-War America and Cold War America	<ul style="list-style-type: none"> <li>-Division of Germany</li> <li>-McCarthyism</li> <li>-Changes in science, technology, and medicine 1945-1960</li> <li>-China's fall to communism</li> <li>-Korean War</li> <li>-Arms race</li> <li>-US involvement in the Caribbean</li> <li>-US involvement in Vietnam</li> </ul>
Civil Rights Movement	<ul style="list-style-type: none"> <li>-Plessy Vs. Ferguson</li> <li>-Brown vs. Board of Education</li> <li>-MLK</li> <li>-Montgomery bus boycott</li> <li>- Identity Politics</li> <li>-Civil rights Acts: 1964-1965</li> <li>-UFW</li> </ul>

	-Immigration Act of 1965
Contemporary America 1 – Domestic	-Watergate -Environmental issues -Demographic changes -Medical innovations -Rise of “new right”: Reagan Revolution
Contemporary America 2 – Foreign Policy	-Globalization -Rise of terrorism -Proxy Wars: Latin America, Asia, Africa - Collapse of Soviet Union

### III. Performance Tasks

Performance Task	Content	Additional Cognitive Skills	Approx. Time
Westward Expansion Project	-Native American Removal Act -Manifest Destiny	<b>Reading</b> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Evidence</li> <li>• Evaluation (non-fic)</li> </ul> <b>Speaking/Listening</b> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Norms</li> <li>• Contribution</li> <li>• Summary and synthesis</li> </ul> <b>Research</b> <ul style="list-style-type: none"> <li>• Identifying Sources</li> </ul>	4 -5 days
American Identity Project  *precise execution varies based on site	- Immigration and Industrialization: Push v. Pull Factors	<b>Reading</b> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Evidence</li> <li>• Evaluation (non-fic.)</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Production and Distribution → Revising and editing</li> </ul> <b>Speaking/Listening</b> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Summary and synthesis</li> </ul>	15 – 20 days

		<ul style="list-style-type: none"> <li>• Credibility</li> <li>• Presentation</li> <li>• Technology and visual display</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Identifying Sources</li> <li>• Collecting Sources → Number and variety of sources</li> <li>• Collecting Sources → Gathering, paraphrasing, processing, recording</li> <li>• Assessing, reliability, &amp; validity of sources</li> </ul> <p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>• Synthesize → Contextualize information/data and take a variety of perspectives/ points of view</li> </ul>	
Great Depression/New Deal Project	<p>-The Great Depression: The 1st New Deal</p> <p>-The Great Depression: The 2nd New Deal</p> <p>-The Great Depression: Herbert Hoover</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Evidence</li> <li>• Evaluation (non-fic)</li> </ul> <p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Norms</li> <li>• Contribution</li> <li>• Summary and synthesis</li> </ul> <p><b>Research</b></p> <p>Identifying Sources</p>	4 -5 days
Research Paper	(varies according to individual project)	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Evidence</li> <li>• Theme/Central idea</li> <li>• Integration &amp; evaluation- Non-fiction</li> </ul>	60 hrs.

		<ul style="list-style-type: none"><li>• Evaluation- Non-fiction</li><li>• Multiple texts- Non-fiction</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Argument (All strands)</li><li>• Production &amp; distribution (all strands)</li></ul> <p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"><li>• Presentation</li><li>• Technology &amp; visual display</li></ul> <p><b>Problem Formulation (all strands)</b></p> <p><b>Research (all strands)</b></p> <p><b>Interpretation (all strands)</b></p>	
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Name of Resource	Type of Resource	URL of Resource	Description	Example of Resource
Facing History Units and Resource Bank	Facing History, Facing Ourselves units and a bank of quality resources	<a href="http://www.google.com/url?q=http%3A%2F%2Fwww.facinghistory.org%2Funits&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNEUDo4je">http://www.google.com/url?q=http%3A%2F%2Fwww.facinghistory.org%2Funits&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNEUDo4je</a>		
Stanford History Education Group Assessments and Resources	Great primary source documents and activities around their use	<a href="http://www.google.com/url?q=http%3A%2F%2Fsheg.stanford.edu%2F&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNEMMFKSQV">http://www.google.com/url?q=http%3A%2F%2Fsheg.stanford.edu%2F&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNEMMFKSQV</a>		
PBS.org	Online videos and curricular resources	<a href="http://www.pbs.org/teachers/classroom/9-12/">http://www.pbs.org/teachers/classroom/9-12/</a>	Many videos and resources for math, english, history, and science. Variety of topics covered, you need to search.	An interactive timeline on Charles Dickens, Resources on Role of Racism in Victorian Empire, Capitalism vs. Communism
Crash Course by John Greene (search on YouTube)	Online videos about a variety of content topics	<a href="http://www.youtube.com/watch?v=zhL5DCizj5c">http://www.youtube.com/watch?v=zhL5DCizj5c</a>	John Greene does a lot of fun videos on various topics, but he speaks REALLY QUICKLY. Hard for ELs to catch it all. Might be a good extension option or a review option.	Video on timeline of the Industrial Revolution
<a href="http://www.eyewitnesstohistory.com/">http://www.eyewitnesstohistory.com/</a>	Collection of primary docs and other resources	<a href="http://www.eyewitnesstohistory.com/">http://www.eyewitnesstohistory.com/</a>		
Gooru	currates online science, math, and social science teaching resources	<a href="http://www.goorulearning.org/#!discover">http://www.goorulearning.org/#!discover</a>	"Gooru is a STEM education research, search, and curation portal that relies on crowd sourcing and collective intelligence. A team of educators is tagging curated teaching resources at the conceptual level. They identify factually correct, image rich web content that can aid students and teachers when they are learning about a specific subject, such as velocity."	

## AP Spanish Literature and Culture

### *I. Cognitive Skills and Ranges*

<b>Domain/Topic/Subtopic</b>	<b>Appropriate Range</b>
<b>Writing:</b> Argument	6-7
<b>Writing:</b> Expository: Organization/Development/Analysis/Cohesion/Tone/Conclusion.	6-7
<b>Writing:</b> Narrative: Exposition/Transitions/Language/Conclusion.	6-7
<b>Writing:</b> Production & distribution: Revising & Editing/ Technology.	6-7
<b>Reading:</b> Comprehension. (Lexile level of 1800)	6-7
<b>Reading:</b> Evidence.	6-7
<b>Reading:</b> Theme/central idea.	6-7
<b>Reading:</b> Development: Non-fiction.	6-7
<b>Reading:</b> Development: Fiction.	6-7
<b>Reading:</b> Diction.	6-7
<b>Reading:</b> Structure: Fiction/Non-fiction.	6-7
<b>Reading:</b> Point of view & purpose.	6-7
<b>Reading:</b> Integration & evaluation: Non-fiction.	6-7
<b>Reading:</b> Multiple texts: Non-fiction	6-7
<b>Speaking and Listening:</b>	6-7

Discussion/Preparation/Norms/Contribution/Summary & synthesis/Credibility/Presentation/Technology & Visual Display.	
<b>Problem Formulation:</b> Understanding the problem: Formulating a problem statement/Hypothesizing.	6-7
<b>Problem Formulation:</b> Strategizing: Considering multiple approaches/Generation of Action Plan.	6-7
<b>Problem Formulation:</b> Asking questions.	6-7
<b>Research:</b> Identifying sources.	6-7
<b>Research:</b> Collecting Sources: Number and variety of sources/Gathering paraphrasing, processing.	6-7
<b>Research:</b> Assessing reliability & validity of sources.	6-7
<b>Interpretation:</b> Analyze: Deconstruct information/data and group it and identify patterns.	6-7
<b>Interpretation:</b> Synthesize: Contextualize information/data and take a variety of perspectives/point of view. Draw conclusions and construct arguments from trends.	6-7
<b>Interpretation:</b> Evaluate & Critique: Determine strengths/flaws in trends conclusions, and arguments to state the most reasonable and justifiable interpretation.	6-7
<b>Precision/Accuracy:</b> Precision/Accuracy	6-7

*II. Content Focus Areas and Power Strands*

Content Focus Areas	Power Strand
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<b>The Duality of Self:</b> Examining the different dimensions that make up our existence as human beings in relation to how we conceive of ourselves	x
<b>Imagination and Literary Creation:</b> Examining the nuances and ingenuity writing in the Spanish-Speaking world	x
<b>The Construction of Gender:</b> Examining the way in which gender roles have existed and evolved in the Spanish-Speaking World as represented in literary texts	x
<b>Interpersonal Relationships:</b> Examine how individuals are transformed through their relationships with others (humans and nature, humans and society)	x
<b>Societies in Contact:</b> Examining representations of the interaction between different cultures and/or different segments of a society; social or economic inequality.	x
<b>Time and Space:</b> The way in which changes in time and space in a text affect text's ideas.	x

### III. Performance Tasks

\*Every performance task includes the cognitive skills of modeling, expository writing, and precision and accuracy, in addition to those listed below.

Performance Task	Content	Cognitive Skills	Approx. Time
Machismo vs. Feminismo persuasive essay	<ul style="list-style-type: none"> <li><b>The Construction of Gender</b></li> <li><b>Characteristics of Literary Movements and historical context</b></li> <li><b>Literary and Rhetorical Devices and Features</b></li> </ul>	<b>Writing, Reading, Communication, Interpretation, Problem Formulation, Listening, Precision and Accuracy, Research.</b>	



Mi dualidad project	<ul style="list-style-type: none"> <li>• <b>The Duality of Self</b></li> <li>• <b>Characteristics of Literary Movements and historical context</b></li> <li>• <b>Literary and Rhetorical Devices and Features</b></li> </ul>	Writing, Reading, Communication, Interpretation, Problem Formulation, Research, Precision and Accuracy.	
Mapa social y familiar	<ul style="list-style-type: none"> <li>• <b>Interpersonal Relationships</b></li> <li>• <b>Characteristics of Literary Movements and historical context</b></li> <li>• <b>Literary and Rhetorical Devices and Features</b></li> </ul>	Writing, Reading, Communication, Interpretation, Problem Formulation, Research, Precision and Accuracy.	
Text and Art Comparison	<ul style="list-style-type: none"> <li>• <b>Societies in Contact</b></li> <li>• <b>Characteristics of Literary Movements and historical context</b></li> <li>• <b>Literary and Rhetorical Devices and Features</b></li> </ul>	Reading, Speaking and Listening, Communication, Precision and Accuracy, Interpretation, Research.	
Essay: Analysis of Single Text	<ul style="list-style-type: none"> <li>• <b>Imagination and Literary Creation</b></li> <li>• <b>Characteristics of Literary Movements and historical context</b></li> <li>• <b>Literary and Rhetorical Devices and Features</b></li> </ul>	Reading, Speaking and Listening, Communication, Precision and Accuracy, Interpretation, Research.	
Essay: Text Comparison	<p><b>Time and Space</b></p> <ul style="list-style-type: none"> <li>• <b>Characteristics of Literary Movements and historical context</b></li> <li>• <b>Literary and Rhetorical Devices and Features</b></li> </ul>	Reading, Speaking and Listening, Communication, Precision and Accuracy, Interpretation, Research.	

*Appendix: Related AP College Board “Content” Standards*


Name of Resource	Type of Resource	URL of Resource	Description	Example of Resource	Questions for feedback?
Dr. Lemon	Apuntes (Notes)	<a href="http://www.drlemon.com/">http://www.drlemon.com/</a>	Descriptions of grammatical concepts, practice docs, and examples		
Avenue Language Learning	A series of videos with linked questions; you can create these too	<a href="https://www.google.com/url?q=https%3A%2F%2Favenue.umn.edu%2Finfo%2F&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNFe1wiuvxN5vEHmiMPys4EQHO0qLg">https://www.google.com/url?q=https%3A%2F%2Favenue.umn.edu%2Finfo%2F&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNFe1wiuvxN5vEHmiMPys4EQHO0qLg</a>	A series of videos with linked questions; you can create these too		
Study Spanish	Descriptions of grammatical concepts, practice docs, and quizzes	<a href="http://www.studyspanish.com/">http://www.studyspanish.com/</a>	Descriptions of grammatical concepts, practice docs, and quizzes		
Proyecto Aula Literatura	lecturas y ejercicios	<a href="http://lenguayliteratura.org/ltr/">http://lenguayliteratura.org/ltr/</a>	Readings and activities, including some multimedia for the study of literature in Spanish		
Proyecto Aula Lengua	lecciones y practica de ortografia, gramatica, etc.	<a href="http://lenguayliteratura.org/mb/">http://lenguayliteratura.org/mb/</a>	Resources for teaching Spanish morphology, orthography, syntax, semantics and more		
Music to help you learn Spanish	Videos that provide grammatical concepts through Spanish pop music	<a href="http://www.youtube.com">www.youtube.com</a> , type in "Music to help you learn Spanish", <a href="http://www.youtube.com/watch?v=TzwSt4uL9ac">http://www.youtube.com/watch?v=TzwSt4uL9ac</a>	Videos that provide grammatical concepts through Spanish pop music		
Centro Virtual Cervantes	readings, encyclopedic reference guide	<a href="http://cvc.cervantes.es/portada.htm">http://cvc.cervantes.es/portada.htm</a>	everything from readings to language reference guide		
BBC Spanish		<a href="http://www.bbc.co.uk/languages/spanish/">http://www.bbc.co.uk/languages/spanish/</a>			
Realidades - Companion sites	online activities, vocab lists, audio, test preparation	<a href="http://www.phschool.com/atschool/realidades/program_page.html">http://www.phschool.com/atschool/realidades/program_page.html</a>	Descriptions of grammatical concepts		
Aprender Español	Notes, Videos	<a href="http://www.aprenderespanol.org/">http://www.aprenderespanol.org/</a>			
Quia	Flashcards, Games, and Quizzes	<a href="http://www.quia.com/mc/38.html">http://www.quia.com/mc/38.html</a>	By searching for a specific topic -- such as demonstrative adjectives, or "furniture" vocab, students can find flashcards that use		
123 TeachMe	Flashcards, Games, and Quizzes	<a href="http://www.123teachme.com/">http://www.123teachme.com/</a>	LOTS of stuff, but the navegation SUCKS. It takes time to find stuff, but it has lots of matching activities, and good slide shows that can be made into flash cards (or used as digital flash cards with audio)		
Spanish.Language&Culture	Notes, practice problems	<a href="http://www.colby.edu/~bknelson/SLC/index.php">http://www.colby.edu/~bknelson/SLC/index.php</a>	Great section on culture, readings, lots of practice problems, and sections for every level of Spanish; organized into modules		
Linguee	Amazing dictionary	<a href="http://www.linguee.com/english-spanish">http://www.linguee.com/english-spanish</a>	Much, much more than a dictionary, it provides examples from bilingual texts so that students can check the context of the term in English and then see how it would be communicated in Spanish. It also can be used the other way around: Spanish --> English. It's useful for anyone that is translating a document.		
Quizlet	Flashcards	<a href="http://quizlet.com/">http://quizlet.com/</a>			
Duolingo	Game	<a href="http://duolingo.com">http://duolingo.com</a>			
Libroteca	Books	<a href="http://www.libroteca.net/">http://www.libroteca.net/</a>			
Audiria	Website for listening activities	<a href="http://www.audiria.com">http://www.audiria.com</a>			
Cliff-notes homework help	mini-lessons, mini-assessments	<a href="http://www.cliffsnotes.com/foreign-languages">http://www.cliffsnotes.com/foreign-languages</a>	Practice Spanish vocabulary and understand Spanish grammar, sentence structure, and conversations! These free CliffsNotes articles can help you when doing homework and taking vocabulary and language comprehension tests.		
Awesome website	All types of activities for different levels	<a href="http://zachary-jones.com/zambombazo/category/musica/">http://zachary-jones.com/zambombazo/category/musica/</a>	Practice Spanish vocabulary through culture, music, artes, history, etc.		
EcuRed	encyclopedia	<a href="http://www.ecured.cu/index.php/EcuRed:Enciclopedia_cubana">http://www.ecured.cu/index.php/EcuRed:Enciclopedia_cubana</a>	from Cuba, better than es.Wikipedia.org, geared toward education		
Biblioteca Virtual Miguel de Cervantes	Books	<a href="http://www.cervantesvirtual.com/">http://www.cervantesvirtual.com/</a>			
Web de AP Lengua	Resources for AP Language	<a href="http://it.stlawu.edu/~rgol/AP-Spanish/recursoslengua.htm">http://it.stlawu.edu/~rgol/AP-Spanish/recursoslengua.htm</a>	The free Spanish grammar worksheets and lessons in this site cover the areas in the language that usually give students trouble. There are explanations and accompanying worksheets to go along. To get free listening exercises sent to your e mail click on Spanish Listening Lessons Choose a topic above to get started.		
Prensa Escrita	newspapers from all of the Spanish-speaking world	<a href="http://www.prensaescrita.com/">http://www.prensaescrita.com/</a>	guide to and websites for newspapers from all of the Spanish-speaking world		
Ciudad Seva	Biblioteca virtual	<a href="http://www.ciudadseva.com/">http://www.ciudadseva.com/</a>			
Spanish Rhyming Dictionary	Rhyming Dictionary	<a href="http://www.alcor.com.au/spanish_rhyming_dictionary.asp">http://www.alcor.com.au/spanish_rhyming_dictionary.asp</a>			
Historia-Relaciones Internacionales durante siglo XX	actividades, ejercicios con textos/personajes/acontecimientos historicos	<a href="http://www.historiasiglo20.org/ACTIV/index.htm">http://www.historiasiglo20.org/ACTIV/index.htm</a>			
Poesia!	textos autenticos-poesia	<a href="http://www.los-poetas.com/">http://www.los-poetas.com/</a>	Lista de poetas con acceso a sus textos.		
Historia		<a href="http://www.claseshistoria.com/general/examenes.htm">http://www.claseshistoria.com/general/examenes.htm</a>			

Name of Resource	Type of Resource	URL of Resource	Description	Example of Resource	Questions for feedback?
SpanishDict.com	Spanish Dictionary	<a href="http://www.spanishdict.com/">http://www.spanishdict.com/</a>	The conversations section about usage on specific terms can be really helpful for students, it also has lots of conjugation tables for verb use.		
Cuentos Infantiles Para Niños	Website	<a href="http://cuentosparadormir.com/">http://cuentosparadormir.com/</a>	Tons of stories organized by theme and lesson		
Spanish proverbs and sayings with their English equivalents	List of idiomatic expressions and proverbs	<a href="http://cogweb.ucla.edu/Discourse/Proverbs/Spanish-English.html">http://cogweb.ucla.edu/Discourse/Proverbs/Spanish-English.html</a>	About 300 proverbs, sayings, idiomatic expressions and their meanings of English equivalents		
Kid's Health (Español)	Website for Kids' Health	<a href="http://kidshealth.org/teen/centers/spanish_center_esp.html#cat20287">http://kidshealth.org/teen/centers/spanish_center_esp.html#cat20287</a>	All the articles are in both English and Spanish and can be listened to (they can be read aloud by a somewhat robotic reader)		
Diccionario de la Real Academia Española	dictionary	<a href="http://www.rae.es/rae.html">http://www.rae.es/rae.html</a>	El mero mero de los diccionarios del idioma, muy útil para la enseñanza de textos (viejos) que contienen palabras en desuso		
Maylen's BUNCH O' RESOURCES	List of other resources	<a href="https://docs.google.com/a/everestphs.org/document/d/1q12MbW7LajqXEpeHXGBzyRoujHUoNUqd0qCgBoAJs/">https://docs.google.com/a/everestphs.org/document/d/1q12MbW7LajqXEpeHXGBzyRoujHUoNUqd0qCgBoAJs/</a>	from STEP!		
Greenpeace Mexico	Website	<a href="http://www.greenpeace.org/mexico/es/">http://www.greenpeace.org/mexico/es/</a>	lots of great connections with APES and Bio, as well as other sciences. Also really good articles with good writing and context clues		
No Comprendo	Online course with interactive activities	<a href="http://www.nocomprendo.es/cursos_de_espa%C3%B1ol_online/">http://www.nocomprendo.es/cursos_de_espa%C3%B1ol_online/</a>			
		<a href="http://atschool.eduweb.co.uk/rgshiwyc/school/curric/Spanish/">http://atschool.eduweb.co.uk/rgshiwyc/school/curric/Spanish/</a>			
		<a href="http://cvc.cervantes.es/ensenanza/mimundo/default.htm">http://cvc.cervantes.es/ensenanza/mimundo/default.htm</a>			
		<a href="http://larryferlazzo.edublogs.org/2011/09/06/the-best-online-resources-for-information-gap-activities/">http://larryferlazzo.edublogs.org/2011/09/06/the-best-online-resources-for-information-gap-activities/</a>			
		<a href="http://wiresources.pbworks.com/">http://wiresources.pbworks.com/</a>			
Listening / Video Authentic Text Resources					
Contributor	Languages	Link	Description		
M. Silva	All	<a href="http://www.youtube.com/">http://www.youtube.com/</a> * <a href="http://keepvid.com/">http://keepvid.com/</a> (for saving youtube videos) * <a href="http://http://saveyoutube.com/">http://http://saveyoutube.com/</a> (for saving youtube videos)	How to download from Youtube.		
J. Woo	Spanish	<a href="http://www.laits.utexas.edu/spe/index.html">http://www.laits.utexas.edu/spe/index.html</a>	University of Texas: Spanish Proficiency Exercises. This is a great tool for listening exercises. Students can view recorded videos on different themes by different proficiency levels and from speakers of Spanish from various countries.		
M. Silva	All	<a href="http://whc.unesco.org/en/list/">http://whc.unesco.org/en/list/</a>	UNESCO's World Heritage list of 936 properties forming part of the cultural and natural heritage of the world. Sites include both both short and long descriptions and many have associated video, photo galleries, links, and news.		
M. Silva	Spanish	<a href="http://www.newsinslowspanish.com/">http://www.newsinslowspanish.com/</a>	Current events in "slow" Spanish, with textual aides, language support, and mini lessons.		
M. Silva	All	<a href="http://www.bbc.co.uk/worldservice/languages/index.shtml">http://www.bbc.co.uk/worldservice/languages/index.shtml</a>	BBC in different languages. Includes text, radio, and video.		
M. Silva	All	<a href="http://www.bbc.co.uk/languages/">http://www.bbc.co.uk/languages/</a>	BBC language lessons with lesson plans, videos for students, and more. Site is functioning, but no longer updated.		
M. Silva	All	<a href="http://www.unmultimedia.org/">http://www.unmultimedia.org/</a>	International news from the UN: Includes text, radio, and video.		
M. Silva	Spanish	<a href="http://langmedia.fivecolleges.edu/collection/lm_spanish.html">http://langmedia.fivecolleges.edu/collection/lm_spanish.html</a>	A variety of short clips of real-life interactions, organized by topic from Mexico, Spain, Nicaragua, Ecuador, and Argentina. Spanish and English transcripts provided.		
M. Silva	All	<a href="http://apcentral.collegeboard.com/apc/public/exam/exam_information/index.html">http://apcentral.collegeboard.com/apc/public/exam/exam_information/index.html</a>	Links to recent versions of each AP language test: exam questions, audio prompts and source, readings, scoring rubrics, actual student samples, etc.		
L. Camarillo	All	<a href="http://www.miscositas.com">www.miscositas.com</a>	Fun materials for Spanish, French, Chinese, ELD... GREAT videos		
M. Silva	Spanish	<a href="http://enfoque.msnlatino.telemundo.com/">http://enfoque.msnlatino.telemundo.com/</a>	Videos of TV show that deals with news related to latinos, politics, and news.		
M. Silva	Spanish	<a href="http://mundofox.com/la/shows/natgeo">http://mundofox.com/la/shows/natgeo</a>	National Geographic Shows in Spanish		
L. Camarillo	All	<a href="http://www.cortland.edu/fiteach/fiteach-res.html">http://www.cortland.edu/fiteach/fiteach-res.html</a>	Links to infinite language sites for every one of our languages, including online news, radio, and television sites, etc.		
L. Camarillo	All	<a href="http://www.nclrc.org/teaching_materials/links_to_fl_materials/authentic.html">http://www.nclrc.org/teaching_materials/links_to_fl_materials/authentic.html</a>	Authentic Materials from National Capital Language Resource Center (NCLRC)		
Jie Li	Chinese	<a href="http://www.cctv.com/program/learnchinese/01/index.shtml">http://www.cctv.com/program/learnchinese/01/index.shtml</a>	China Network Television, which has five language options.		
Jie Li	Chinese	<a href="http://www.youtube.com/user/sexybeijingTV?feature=chck">http://www.youtube.com/user/sexybeijingTV?feature=chck</a>	Sexy Beijing is a show about dating, love and youth culture in the People's Republic of China. Follow the adventures of Sufeí as she looks for love on the dusty streets of the big BJ and meets a lot of cool characters along the way.		

Name of Resource	Type of Resource	URL of Resource	Description	Example of Resource	Questions for feedback?
Jie Li	Chinese	<a href="http://www.bbc.co.uk/languages/chinese/real_chinese/">http://www.bbc.co.uk/languages/chinese/real_chinese/</a>	A good self-learning online resource with different conversational scenarios.		
Jen Woo	Spanish	<a href="http://giraldacenter.blogspot.com/">http://giraldacenter.blogspot.com/</a>	Lots of subtitled videos, mostly from Spain.		
Jen Woo	All	<a href="http://wwitv.com/portal.htm?http://wwitv.com/television/index.html">http://wwitv.com/portal.htm?http://wwitv.com/television/index.html</a>	Choose your country of interest and watch their TV.		
Jen Woo	All	<a href="http://www.overstream.net">www.overstream.net</a>	Subtitled videos, from commercials to short movies. Search for: "ELE" or "publicidad" for the best results		
Marie Thuillier	French	<a href="http://www.tv5monde.org">http://www.tv5monde.org</a>	Mostly French but can be viewed in Spanish		
Marie Thuillier	French	<a href="http://www.thematrix.com">http://www.thematrix.com</a>	Awesome website about where our food comes from. Video cartoons can be viewed in many languages including French, Spanish, simplified Chinese, and traditional Chinese.		
Maylen Rafuls	Spanish	<a href="http://www.bienvenidosradio.com/">http://www.bienvenidosradio.com/</a>	Bienvenidos Radio for immigration news in the US.		
Maylen Rafuls	Spanish	<a href="http://noticias.univision.com/aqui-y-ahora/videos/">http://noticias.univision.com/aqui-y-ahora/videos/</a>	Aquí y ahora, noticiero de Univision, better than Primer impacto		
Maylen Rafuls	Spanish	<a href="http://elvacilon.mega.tv/">http://elvacilon.mega.tv/</a>	Humorous videos. For mature students. Not all videos are appropriate.		
Maylen Rafuls	Several	<a href="http://www.acapela-group.com/text-to-speech-interactive-demo.html">http://www.acapela-group.com/text-to-speech-interactive-demo.html</a>	Text to speech. good for students who are unsure of how to pronounce a word or longer phrase.		
Maylen Rafuls	Spanish	<a href="http://zachary-jones.com/zambombazo/clozeline/">http://zachary-jones.com/zambombazo/clozeline/</a>	They can type it in and hear it in several languages. Must type in the target language. Does not translate.		
Maylen Rafuls	Spanish	<a href="http://www.notesinspanish.com/">http://www.notesinspanish.com/</a>	Spanish songs with provided cloze exercises		
Maylen Rafuls	Spanish	<a href="http://www.radioteca.net/">http://www.radioteca.net/</a>	Listening resources for various levels.		
Use of Written Accent Marks	Grammar notes for accents	<a href="http://users.ipfw.edu/jehle/courses/ACCENTS.HTM">http://users.ipfw.edu/jehle/courses/ACCENTS.HTM</a>	Spanish language radio clips by topic different countries. Ton of topics		
Reading Authentic Text Resources			Very in-depth explanation of accent marks. Written in English.		
M. Silva	All	<a href="http://en.wikiquote.org/">http://en.wikiquote.org/</a>	Quotes categorized by theme, by genre, by language, as proverbs, etc.		
M. Silva	Spanish	<a href="http://www.proverbia.net/">http://www.proverbia.net/</a>	Proverbs and quotes categorized by theme. A little easier to navigate than Wikiquote.		
M. Silva	All	<a href="http://lingro.com">http://lingro.com</a>	Plug in a link for an online article, and the site will translate any individual words you click in the article. This is as opposed to a full-page Google translation.		
M. Silva	Spanish	<a href="http://www.spanishnewyork.com/spanish-newspapers-in-spanish.html">http://www.spanishnewyork.com/spanish-newspapers-in-spanish.html</a>	Listing of links to online Spanish-language newspapers around the world.		
M. Silva	Spanish	<a href="http://aula2.elmundo.es/aula/laminas.html">http://aula2.elmundo.es/aula/laminas.html</a>	Over 600 high-quality binder-sized encyclopedic mini-posters on a whole array of subjects (chemistry, countries, historical figures, history, biology, sports, etc.). They are in PDF format.		
M. Silva	Spanish		Interactive site with information about countries of the world in Spanish: maps, flags, photos, history, demographics, etc.		
M. Silva	All	<a href="http://www.bbc.co.uk/worldservice/languages/index.shtml">http://www.bbc.co.uk/worldservice/languages/index.shtml</a>	Link to BBC in different languages. Includes text, radio, and video.		
T. Sheng	Chinese	<a href="http://hxd.wenming.cn/gxt/">http://hxd.wenming.cn/gxt/</a>	A good website I used in college for resource on Chinese literature and classic books. Might be good for AP students.		
T. Sheng	Chinese	<a href="http://www.hwjyw.com/">http://www.hwjyw.com/</a>	Sponsored by Chinese government. Mostly are news but still they are many free resource for teaching.		
X. Xu	Chinese	<a href="http://www.uiowa.edu/~chnsrng/Chinese_reading/Beginning/beginning.html">http://www.uiowa.edu/~chnsrng/Chinese_reading/Beginning/beginning.html</a>	Beginning level Chinese readings		
X. Xu	Chinese	<a href="http://faculty.virginia.edu/cil/chinese_reading/">http://faculty.virginia.edu/cil/chinese_reading/</a>	Chinese reading world (Beginning and Intermediate)		
X. Xu	Chinese	<a href="http://www.tom61.com/">http://www.tom61.com/</a>	Cartoons, poems, riddles in simple Chinese language.		
Jie Li	Chinese	<a href="http://www.ftchinese.com/">http://www.ftchinese.com/</a>	The Chinese version of Financial Times. It is a bilingual site and is suitable for language learner with a focus on business.		
Maylen Rafuls	Spanish	<a href="http://www.cervantesvirtual.com/">http://www.cervantesvirtual.com/</a>	Online library		
Speaking and Recording Resources					

Name of Resource	Type of Resource	URL of Resource	Description	Example of Resource	Questions for feedback?
M. Silva	All	<a href="http://www.voxopop.com/">http://www.voxopop.com/</a>	Site for creating simple Q&A or longer discussions on topics. Discussions are stored online and can be downloaded. Note: currently not compatible with the newest Mac OS 10.6.		
			<ul style="list-style-type: none"> <li>Step-by-step PPT to orient teacher to site (broke)</li> <li>Handout for students</li> </ul>		
M. Silva	All	A-B speaking PPT	Speaking practice for students using timed PPTs.		
			<ul style="list-style-type: none"> <li>Template</li> <li>Timer movies (.mov/Mac)</li> <li>Timer movies (.avi/PC)</li> <li>Great tool for students to record their oral assignment and then turn it in online.</li> </ul>		
T. Sheng	All	<a href="http://www.voki.com/">http://www.voki.com/</a>	Phonetics: A great flash resource that shows how phonemes are formed in the mouth in English, Spanish, and German - with audio examples. Good for teaching pronunciation and accents.		
J Green	Spanish	<a href="http://www.uiowa.edu/~acadtech/phonetics/#">http://www.uiowa.edu/~acadtech/phonetics/#</a>			
Writing, Composing, and Story Creation Resources					
M. Silva	Spanish, French	<a href="http://www.xtran09785ormal.com/">http://www.xtran09785ormal.com/</a>	Create animated cartoons by pasting in text and directing the characters. Many features are free, but it requires registration.		
M. Silva	Spanish	Spell check, typing accents, computer access	Handout for finding computers outside of class time, typing accents, and running a spell check.		
T. Sheng	All	<a href="http://goanimate.com/">http://goanimate.com/</a>	Online Cartoon DIY tools. Good to make cartoon for text or your own story!		
T. Sheng	All	<a href="http://www.toondoo.com/">http://www.toondoo.com/</a>	Another website to make cartoons.		
X. Xu	All	<a href="http://www.edvista.com/claire/call.html">http://www.edvista.com/claire/call.html</a>	A website that synthesizes many resources in CALL (Computer-Assisted Language Learning) including bibliography, organizations, software, etc.		
Marie Thuillier	French	<a href="http://www.capcanal.com">http://www.capcanal.com</a>	French cartoons and documentaries for children, teenagers, and parents		
Marie Thuillier	French	<a href="http://www.bubblaka.fr">www.bubblaka.fr</a>	Create your own comic strip (better than makebeliefo.com). It's supposedly available in English and Spanish, but the Spanish link does not work.		
J Green	All	<a href="http://www.spanishbooster.com/SpanishConjunctions.htm">http://www.spanishbooster.com/SpanishConjunctions.htm</a>	A useful collection of Spanish conjunctions and connecting phrases. Great for formal writing.		
J Green	All	<a href="http://www.makeforum.org/">http://www.makeforum.org/</a>	Make Forum: Create a private message board that only your class can view and use. Good for out of classroom discussions/idea sharing.		
Winnie Tung	All	<a href="http://stripgenerator.com/">http://stripgenerator.com/</a>	Create and enjoy comic strips with fantastic ease. Join the friendly community, making comics has never been this fun.		
Maylen Rafuls	Spanish and others	<a href="http://www.alcor.com.au/spanish_rhyming_dictionary.asp">http://www.alcor.com.au/spanish_rhyming_dictionary.asp</a>	Rhyming dictionary		
Tools and Games					
M. Silva	Spanish, French	<a href="http://www.discoveryeducation.com/free-puzzlemaker/">http://www.discoveryeducation.com/free-puzzlemaker/</a>	Site for making crossword puzzles, word searches, anagrams, etc.		
M. Silva	All	GoogleDoc Student Instructions	Student instructions for creating account, doc creation, sharing basics: instructions. (May require updating)		
M. Silva	All	<a href="http://classtools.net/">http://classtools.net/</a>	Quick tools for randomly choosing students, timers, class Venn diagrams, and more.		
M. Silva	All (?)	<a href="http://www.wordle.net/create">http://www.wordle.net/create</a>	Word cloud generator.		
T. Sheng	All	<a href="http://prezi.com/index/">http://prezi.com/index/</a>	Cool website to make fun presentation. My students sometimes think it makes them dizzy, but still, they like it for certain type of presentation. Prezi makes it more fun to watch.		
T. Sheng	Chinese	<a href="http://www.huayuworld.org/">http://www.huayuworld.org/</a>	A resource website based in Taiwan with many great free tools and games for classroom usage.		
S. Shaw	Spanish	<a href="http://tpduggan.tripod.com/powerp.html">http://tpduggan.tripod.com/powerp.html</a>	Useful powerpoints for a lot of basic Spanish grammar. There is also a jeopardy template you can use to make more versions of the game!		
S. Shaw	All	<a href="http://www.polleverywhere.com/">http://www.polleverywhere.com/</a>	This is an awesome website where you can make questionnaires that students text to answer. The results show up on the screen, which is a great formative assessment tool. Not to mention, I've used it in class and the kids LOVE it. And there are great features/prices for teachers.		
Jie Li	Chinese	<a href="http://www.cozychinese.com/">http://www.cozychinese.com/</a>	Basic tool for Chinese language		

Name of Resource	Type of Resource	URL of Resource	Description	Example of Resource	Questions for feedback?
J Green	All	<a href="http://www.wordchamp.com/lingua2/Reader.do">http://www.wordchamp.com/lingua2/Reader.do</a>	Not Free. WordChamp Web reader: Instantly translate words just by hovering over them with your mouse.		
J Green	All	<a href="http://www.superteachertools.com/classroom-tools/seating-chart.php">http://www.superteachertools.com/classroom-tools/seating-chart.php</a>	A seating chart generation tool. Allows seats to be dragged around, shuffled, and organized in a non-grid fashion for different class layouts.		
J Green	All	<a href="http://office.microsoft.com/en-us/templates/CT010117272.aspx">http://office.microsoft.com/en-us/templates/CT010117272.aspx</a>	A database of high quality PowerPoint templates sorted by category - useful for tailoring a PPT to a particular topic.		
Winnie Tung	All	<a href="http://www.cooliris.com">www.cooliris.com</a>	Cooliris is the fastest way to browse photos and videos on the Web, whether it's on our media browser plug-in, mobile app, or express gallery builder.		
Winnie Tung	All	<a href="http://www.tagxedo.com/app.html">http://www.tagxedo.com/app.html</a>	Tagxedo turns words into a visually stunning tag cloud, words individually sized appropriately to highlight the words. For teaching application, you can use this tool to review vocabulary.		
Winnie Tung	All	<a href="http://www.quia.com/">http://www.quia.com/</a> <a href="http://www.quia.com/mc/52120.html">http://www.quia.com/mc/52120.html</a>	Commercial/Not free. Create your own educational games, quizzes, surveys, and web pages. Search millions of games and quizzes created by educators around the world.		
Maylen Rafuls	Spanish	<a href="http://www.eduplace.com/graphicorganizer/spanish/">http://www.eduplace.com/graphicorganizer/spanish/</a>	Nearly 40 different graphic organizer types (Venn Diagrams, cluster maps, story maps, fact vs. opinion, persuasion maps, etc.)		
Maylen Rafuls	All	<a href="http://jeopardylabs.com">jeopardylabs.com</a>	Create free online jeopards that you can save forever. Don't forget the password because you can only edit it with the password for each jeopardy.		
Language Reference					
M. Silva	All	WordReference.com <a href="http://www.wordreference.com/">http://www.wordreference.com/</a>	Provides dictionary translations for a variety of languages. Also: thesaurus, definitions, conjugations, language forums, etc.		
M. Silva	Spanish	Corpus del Español <a href="http://www.corpusdelespanol.org/">http://www.corpusdelespanol.org/</a>	A word frequency database for Spanish. Useful if you want to know which of two similar words or expressions is more common (e.g. guisantes vs. chicharos), which words have a "gü" o "K" in it, which end in "-i", etc. Free, but requires a simple registration.		
M. Silva	Chinese	<a href="http://lingua.mtsu.edu/chinese-computing/statistics/">http://lingua.mtsu.edu/chinese-computing/statistics/</a>	Word frequency lists for written Chinese.		
M. Silva	Spanish	Conjuguemos <a href="http://conjuguemos.com">http://conjuguemos.com</a>	Spanish verb conjugation practice and charts. You can choose between tenses, moods, specific verbs, etc.		
X. Xu	Chinese	<a href="http://www.words-chinese.com">http://www.words-chinese.com</a>	This website mainly serves as an on-line Chinese dictionary and a Chinese character-pinyin converter. It also has resources (see "recent posts" on the left-side bar) on flash Chinese writing cartoons, pinyin lessons, etc.		
S. Shaw	Spanish	<a href="http://www.studyspanish.com/">http://www.studyspanish.com/</a>	Great website with very comprehensive grammar overview for Spanish		
L Carrillo	Spanish	<a href="http://www.rae.es">www.rae.es</a>	Real Academia Espanola (rae) online dictionary. Provides definition and verb conjugations. Through rae the "Diccionario Panhispanico de dudas" can also be accessed. This dictionary clarifies doubts people may have on the Spanish language with regards to linguistics.		
Marie Thuillier	French	<a href="http://www.polarfle.com/index.html">http://www.polarfle.com/index.html</a>	For French: learn grammar while trying to solve a crime		
Assorted					
M. Silva	Spanish	<a href="http://www.ibge.gov.br/paisesat/main.php">http://www.ibge.gov.br/paisesat/main.php</a>	Interactive site with information about countries of the world in Spanish: maps, flags, photos, history, demographics, etc.		
T. Sheng	Chinese	<a href="http://hanyuedu.net/">http://hanyuedu.net/</a>	Teaching Chinese as Second Language BBS based in Beijing. Many resource for teaching Chinese and also thoughts about teaching from other Chinese teachers in China or other countries.		
X. Xu	Chinese	<a href="http://www.zhongwen.com/">http://www.zhongwen.com/</a>	Chinese characters, culture and many useful links (pay attention to the links to practicing Chinese tones and characters)		

Name of Resource	Type of Resource	URL of Resource	Description	Example of Resource	Questions for feedback?
S. Shaw	Spanish	<a href="http://www.cta.net/lessons/">http://www.cta.net/lessons/</a>	Online activities for Spanish and directions for how to create your own for your class.		
L. Camarillo	Spanish	<a href="http://www.caslt.org/resources/modern-lang/spanish-resource-links_en.php">http://www.caslt.org/resources/modern-lang/spanish-resource-links_en.php</a>	Canadian Association of Second language teaching: assorted Spanish teacher resources (Grammar, teaching with music, idioms, etc.)		
L. Camarillo	Chinese	<a href="http://www.lmp.ucla.edu/">http://www.lmp.ucla.edu/</a>	UCLA Language Materials Project: Teaching resources for less commonly taught languages (MANDARIN)		
Liyuan He	Chinese	<a href="http://www.ctcf.ox.ac.uk/">http://www.ctcf.ox.ac.uk/</a>	Center for Teaching Chinese as a Foreign Language; with interesting Chinese debate in Oxford and other technology resources		
Liyuan He	Chinese	<a href="http://www.china-corner.com/forum/default.asp">http://www.china-corner.com/forum/default.asp</a>	Nice China Forum with interesting topics help to know more about both traditional and pop Chinese culture		
Liyuan He	Chinese	<a href="http://www.mandarintools.com/">http://www.mandarintools.com/</a>	Online Chinese tools; I notice an interesting link "Get a Chinese name inspired by your English name"-haven't tried...		
Liyuan He	Chinese	<a href="http://www.5er.cn/">http://www.5er.cn/</a>	I love handicrafts with pics and steps; please ignore the annoying ads		
Liyuan He	Chinese	<a href="http://www.uni.edu/becker/chinese2.html">http://www.uni.edu/becker/chinese2.html</a>	Center for "Chinese-related Links" @-@-Not organized, but you can find something good		
M. Silva	English	<a href="http://www.procon.org/">http://www.procon.org/</a>	A well-organized English-language site presenting different sides (some with subsections, quotes, sources, videos, etc.) of controversial current issues.		
Marisol Jimenez-Gradilla	Spanish	<a href="http://www.abcteach.com">http://www.abcteach.com</a>	Spanish: gives you tips on how to teach lessons on different Latin American countries		
Marisol Jimenez-Gradilla	Spanish	<a href="http://www.gomadrid.com/dict/spanish-food-dictionary.html">http://www.gomadrid.com/dict/spanish-food-dictionary.html</a>	Spanish food dictionary		
Marisol Jimenez-Gradilla	Spanish	<a href="http://www.colby.edu/~bknelson/SLC/index.php">http://www.colby.edu/~bknelson/SLC/index.php</a>	Has pictures and easy Spanish songs students could follow that go with the theme of the picture		
Marisol Jimenez-Gradilla	Spanish	<a href="http://www.uebersetzung.at/twister/es.htm">http://www.uebersetzung.at/twister/es.htm</a>	Spanish tongue twisters		
Marie Thuillier	All	<a href="http://foundintranslation.berkeley.edu">http://foundintranslation.berkeley.edu</a>	Website in which anyone can share their language experiences. Good for students to read about and share their second language acquisition stories.		
L Carrillo	Spanish	<a href="http://www.colby.edu/~bknelson/SLC/resources.php">http://www.colby.edu/~bknelson/SLC/resources.php</a>	Spanish language and culture activities and exercises.		
L Carrillo	Spanish	<a href="http://mld.ursinus.edu/~jarana/Ejercicios/">http://mld.ursinus.edu/~jarana/Ejercicios/</a>	Welcome to the Spanish Language Exercises web page, hosted by Ursinus College. This site presents a series of language exercises for the purpose of facilitating the learning and teaching of Spanish in the Internet environment.		
L Carrillo	Spanish	<a href="http://www.auladiez.com/ejercicios/index.html">http://www.auladiez.com/ejercicios/index.html</a>	AulaDiez ofrece distintos tipos de ejercicios de español como ejercicios de escritura, comprensión de lectura, ejercicios de selección entre opciones, ejercicios de audición, ejercicios para relacionar, etc.		
Winnie Tung	All	<a href="http://www.lmp.ucla.edu/k-12/tools.aspx#k12layout">http://www.lmp.ucla.edu/k-12/tools.aspx#k12layout</a>	UCLA language materials project K-12.		
Winnie Tung	All	<a href="http://www.learner.org/libraries/tfl/">http://www.learner.org/libraries/tfl/</a>	Teaching foreign language K-12: A library of classroom practices		
Winnie Tung	Chinese	<a href="http://www.ccsf.edu/Departments/Language_Center/chlinks.htm">http://www.ccsf.edu/Departments/Language_Center/chlinks.htm</a>	Chinese textbook resources.		
Winnie Tung	Chinese	<a href="http://www.yellowbridge.com/">http://www.yellowbridge.com/</a>	YellowBridge is a cultural bridge to Chinese culture, with an emphasis on Chinese language tools.		
Winnie Tung	Chinese	<a href="http://www.purpleculture.net/Chinese-English-Word-Dictionary.asp">http://www.purpleculture.net/Chinese-English-Word-Dictionary.asp</a>	Chinese dictionary, pinyin & culture resources		
Biografias y Vidas	Spanish	<a href="http://www.biografiasyvidas.com/">http://www.biografiasyvidas.com/</a>	Biographies in Spanish of notable people. Can be used to learn about authors and historical figures.		
Buenas Tareas	Spanish essays on various topics intended for use as reference	<a href="http://www.buenastareas.com/">http://www.buenastareas.com/</a>	BuenasTareas.com es el sitio de apoyo educativo más grande del mundo para estudiantes de habla hispana, con más de 6.800.000 ensayos y documentos útiles para estudiar y obtener las mejores calificaciones.		
Don Pablos	Spanish language and literature reference	<a href="http://www.donpablos.org/">http://www.donpablos.org/</a>	Sitio de ayuda para cuestiones de Lengua y/o Literatura a los estudiantes de Secundaria		



# Optimized Curriculum and Assessment Plan

**“Professional teaching is inherently collective, something to be developed with colleagues who are partners in learning and problem solving.”**

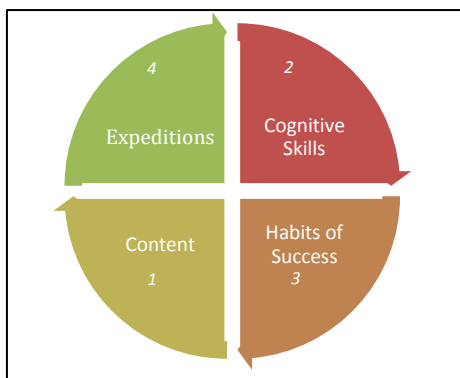
*(Darling-Hammond, 2006)*

Assessment drives instruction. If we all agree to a common destination, then we are able to collectively build a program that allows us to get our students where we want them to go.

In our case, our destination is our mission statement:

*To prepare a diverse student body for success in college and to be thoughtful, contributing members of society.*

To move students towards our mission, to clarify our collective goals, and to professionalize our practice by adopting common language, standards, and assessments, this intersession will be focused on coming together to decide our destination. When thinking about assessment in the context of our mission, it’s helpful to have a common taxonomy.



One such taxonomy is to the left. Based largely on the work of the Education Policy Improvement Center (EPIC) and ConnectEd, the four domains of

- Content
- Cognitive Skill
- Habits of Success (Non-Cognitive Skills)
- Exhibitions (Real World Experiences)

offer a way to look at college and career readiness.

Each of these domains is important. Each needs to be assessed. However, each requires a different method of assessment.

- 1. Content**, for example: you either know it or you don’t. How many sides does an octagon have? Which line marks a transition in Neruda’s “We are many”? What are the stages of photosynthesis? Is *comer* a regular or irregular verb? Whose assassination precipitated the first World War? What question types will you receive on the SAT? What is compound interest?
- 2. Cognitive skills**, conversely, require spiraling because they are developed on a continuum. As Jerome Bruner notes, thinking skills are what we do with information, and those skills take time, practice, and repetition to hone. If “education is what is left after all that has been learnt is forgotten,” then cognitive skills are the intellectual remnants of education. Even when content is gone, our ability to pose problems, research them, interpret information, and communicate our understandings—all while attending to precision and accuracy—remains.

***“Intellectual activity anywhere is the same, whether at the frontier of knowledge or in a third grade classroom...The difference is in degree, not kind.”***  
**- Jerome Bruner**

3. **Habits of Success** are commonly referred to as the “non-cognitive skills” or “psychological factors” in learning. They include self-awareness, self-management, social awareness, relationship management, and decision making skills. While something as simple as a checklist can be used to measure content knowledge, and a developmental continuum is required for the assessment of cognitive skills, habits of success are more difficult to assess systematically. This is because *habits of success suggest an approach rather than an assessment*. Finding time, space, and structures for students to be reflective is important for building self-awareness—far more important than assessing a student’s self awareness on a rubric. In this arena, a rubric is valuable for offering common language and a tool for discussing progress, but it is the thinking, the conversation, and the common approach that is even more important, since the evidence of adopting habits of success is, well, success.



CASEL, 2013

4. **Expeditions** are real-world experiences that are badged based on a student’s investment in the experience itself. The idea is to practice cognitive skills and habits of success in rich, varied ways.

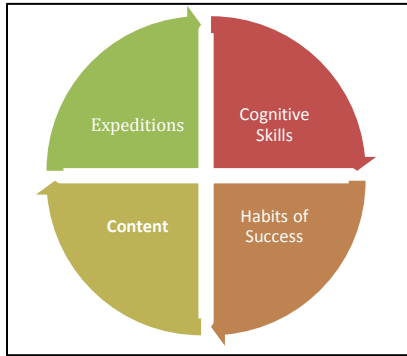
	What inspires us?	What contribution do I want to make to the world?	What is my right fit college?	What do I want to do as an adult?	How can I live a healthy and productive life?
	Cultural Appreciation	Community Contributions	College Knowledge	Career Preparation	Health and Wellness
High school ready <i>Expose</i>	<i>Example</i> Discover a whole range of cultural art forms (dance, music, cuisine, poetry, etc.)	<i>Example</i> Participate in a service project related to your interests and strengths	<i>Example</i> Tour colleges	<i>Example</i> Shadow in at least three different jobs	<i>Example</i> Be on a sports team
College ready <i>Explore</i>	Conduct a cultural exploration: “What Inspires this Culture?”	Lead a community service project based on some demonstrated civic need (and linked to your passions)	Spend at least one night away from home at a university	Intern for at least one quarter in a field of interest to you	Set a physical attainment goal in an activity of great interest to you
Early College <i>Pursue</i>	Design a sociological exploration with field study	Design and execute a community service project	Spend at least 3 nights at university you’re interested in attending	Extended Internship in a field of interest	Show advancement in a physical activity about which you are passionate

The remainder of this document provides an in-depth look at how we can collaboratively build and continually refine a curriculum and assessment system that meets the needs of our students. We have this opportunity to create a research-based curriculum and assessment plan that is more responsive to the needs of our students, provides more tools—to teachers, families, and, most importantly, to students—to guide learning, places relevant learning data in the hands of everyone who can take action based on that information, and offers opportunities for professional development experiences that honor the unique children and communities we serve while working collectively towards shared goals.

**Overview:**

	<b>Content</b>	<b>Cognitive Skills</b>	<b>Habits of Success</b>	<b>Expeditions</b>
<b>Assessments</b>	Content assessments	Performance tasks	Continuous, led by mentors and grade-level teams	Performance Tasks and Exhibitions
<b>Assessment Instruments</b>	Guides	Cognitive Skills Rubric (continuum), which is contextualized to each performance task with “Look-Fors” in Show Evidence	Habits of Success Continuum	Badges
<b>Assessment Platform</b>	Illuminate	Show Evidence	Next year, the Personalized Learning Plan	Show Evidence
<b>Learning resources</b>	Activate playlists	Learning modules	Orientation, Community Activities, Self-Directed Learning Cycle, Habits of Success Continuum	Varied, depending on the course
<b>Dedicated Time</b>	Personalized Learning Time	Core	Community	7-8 weeks per year of immersive Expeditions

# Content Assessments



Content assessments are one component of Summit’s assessment program, which aims to define college readiness for our students, faculty, and families.

Courses are organized around content and cognitive skill development. Together, these are the factors that focus the scope of the course as well as the course’s degree of difficulty.

The content that makes its way into our assessments comes from a variety of sources:

ELA	Social Studies	World Language	Science	Math
<ul style="list-style-type: none"> <li>Common Core Literacy Standards</li> <li>California Standards</li> <li>Advanced Placement materials</li> <li>NWEA MAP / Descartes</li> <li>ACT college ready standards</li> </ul>	<ul style="list-style-type: none"> <li>California Standards</li> <li>National Historical Thinking Standards (UCLA)</li> <li>AP materials</li> <li>ACT college ready standards</li> </ul>	<ul style="list-style-type: none"> <li>ACTFL</li> <li>California Standards</li> <li>AP materials</li> </ul>	<ul style="list-style-type: none"> <li>Next Generation Science Standards</li> <li>California Standards</li> <li>AP materials</li> <li>ACT college ready standards</li> </ul>	<ul style="list-style-type: none"> <li>Common Core Mathematics Standards</li> <li>NWEA MAP / Descartes</li> <li>California Standards</li> <li>AP materials</li> <li>ACT college ready standards</li> </ul>
<b>College Knowledge</b>	<b>Financial Literacy</b>			
<ul style="list-style-type: none"> <li>College Knowledge (Conley)</li> </ul>	<ul style="list-style-type: none"> <li>Jump\$tart Financial Literacy K-12 Standards</li> </ul>			

From these sources, teams worked together to distill the various standards and frameworks into instructional models that articulate the most logical and effective progressions of content development. The resulting **content guides** are living documents that express the core content of each Summit course.

Category	Topic	Middle School Ready				High School Ready				College Ready		
		Level K	1	2	3	4	5	6	7	8	9	10
Structure and function	L01.01 External parts of different animals structure and function L01.02 External parts of plants structure and function				L02.01 Plants and animals internal and external parts structure and function			L03.01 Cells			L04.01 Multicellular organisms	L05.01
										L04.02 Cell specialization including: osmosis, diffusion, active and passive transport	L05.02	L05.03
										L04.03 Cell cycle and differentiation	L05.04	L05.05
Growth and development	Key question: How do organisms grow and develop? change				L02.02 Processes of growth, behavior, survival and reproduction			L03.02 Genetics & growth			L04.04 Feedback mechanisms	L05.06
										L04.04 Mitosis	L04.05 Genetic control of growth	L04.06 Differentiation
Organization for matter and Energy flow in organisms	L01.05 Animals need food and water L01.06 Plants use light and water				L02.03 Reproduction			L03.03 Sexual versus asexual reproduction			L04.07 Photosynthesis and Cellular respiration molecular level	
					L02.04 Overview life cycles of plants and animals			L03.04 Photosynthesis (process and equation)			L04.07 Photosynthesis and Cellular respiration molecular level	
				L02.05 Aerobic and anaerobic respiration			L03.05 Cellular respiration (process and equation)			L04.08 Conservation of matter and energy		
			L02.06 Food and sunlight's role in energy									

Science Guide 1

Content guides are comprised of **focus areas**. These focus areas are concepts, knowledge, and discrete skills that can be learned, practiced, and assessed independently. Individual focus areas are akin to individual exercises: they are the curls, layup drills, and openings of the Summit curriculum. Simply doing curls will not lead to physical health. Layup drills alone will not make anyone a great basketball

player. Perfecting a queen’s gambit will not win chess tournaments. However, these foundational practices, when placed in the authentic context of a project, are the building blocks to excellent performance.

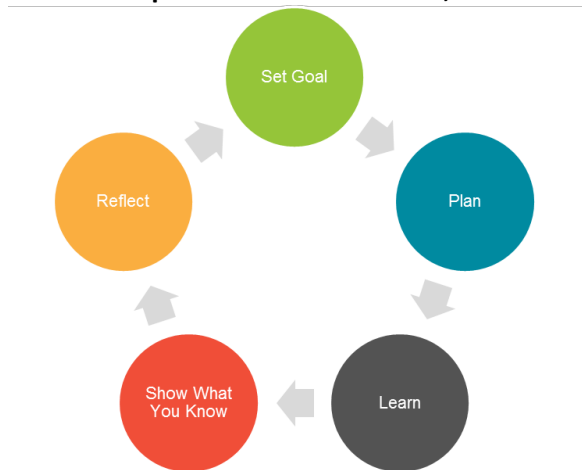
**Example Focus Areas by Course:**

English 9	Economics	Spanish I	Chemistry	Algebra I
Imagery	The Invisible Hand	Regular –ar conjugations	Stoichiometry	Quadratic Functions

If we are to take the advice of Grant Wiggins and “assess what [we] value and value what [we] assess,” then we need to assess students’ basic understandings of each focus area, and we need our assessments to be valid and efficient.

Content assessments, which are not the final assessments of core content, but do offer students the immediate feedback they need to target their practice and rapidly improve their performance, are delivered on-demand via the Illuminate-Activate system.

**Here’s a snapshot of how this works, from the student’s perspective:**



1. Student sets a learning goal, independently or with her mentor
2. Student creates a learning plan, with timeline, to help her meet her learning goals
3. Student begins work on a project that helps her meet her learning goal
4. Student sees the focus areas that are relevant to the completion of that project
5. Student works through her learning plan, showing her understanding of important content through content assessments, which provide immediate feedback on discrete knowledge, skills, and concepts that are central to her understanding

Our job, when creating content assessments, is to ensure that they are valid measures of a student’s knowledge in a specific focus area.

1. The first step to creating valid content assessments is to create clear, concise **learning objectives** for the focus area. Bloom’s Taxonomy is greatly helpful when creating learning objectives. See below example:

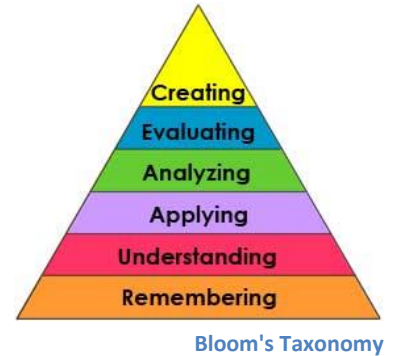
*Title of Focus Area: Imagery*

*Objectives:*

- i. *Be able to define the terms:*
  1. *Imagery*
  2. *visual imagery*
  3. *auditory imagery*
  4. *olfactory imagery*
  5. *tactile imagery*

**Note: There should be no more than five (5) objectives for any one focus area.**

6. *gustatory imagery*
  - ii. *Identify imagery in writing*
  - iii. *Identify the type of imagery in writing*
  - iv. *Identify the effect(s) of imagery in a piece of writing*
2. As you can see from the above example, the first objective in a playlist typically focuses on the discipline-specific terms necessary for proficiency on the focus area:
  - “By the time you finish this playlist, you should be able to define and give an example of the following terms:”
3. The remainder of the objectives (no more than 4) target the application of skills or knowledge:
  - “By the time you finish this playlist, you should be able to:”
4. Label skills in a logical progression (typically, least complex to most complex—Bloom’s Taxonomy is a good resource for doing this)
5. After creating 1-5 learning objectives for a focus area, it is essential that each objective is assessed in the content assessment, which is housed in the Illuminate SIS. In order to facilitate the valid assessment of each learning objective in a focus area, here are some guidelines for building content assessments:
  - a. Each objective is assessed *at least* two times on each content assessment.
    - i. *Rationale: There is no magic number here; some objectives will require more assessment than others to be trustworthy. Certainly, you are welcome to add additional questions around some objectives. However, two assessments per objective, as a rule of thumb, is a minimum in order to minimize the reward of flukes and guesses in our assessment program.*
  - b. Content assessments include exactly 10 questions.
    - i. *Rationale: As we strive to balance the ideal with the real, we are faced with challenges around how students spend their time. Graduation must be possible. Assessments should motivate learning. There needs to be some standardization when creating an assessment plan. Also, content assessments must be put in*

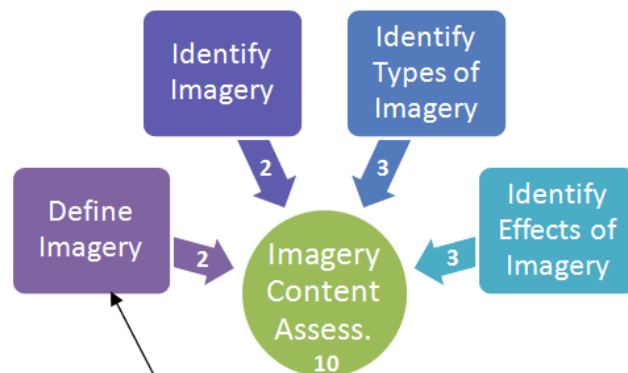


*their place: key content is to be applied in performance tasks, so these discrete assessments are meant to buttress students' success on the performance tasks. Thus, we should not create unwieldy or unnecessarily complex content assessments.*

**Note: Illuminate creates assessment items like this:**

- You create a “bucket” of assessment items by objective
  - Ex: Imagery - Defining
- You create a 10 question Content Assessment
  - Ex: Imagery
- You indicate how many questions in the Content Assessment link to a particular “bucket” (objective)
  - Ex: 2

*See diagram to right*



In Illuminate, there are 18 questions in this “bucket.” Two will be pulled randomly to go onto the ten-question Imagery Content assessment.

After building a content assessment, try to take it a few times. Make sure that it is, in fact, measuring what you want it to measure. Revise accordingly.

It may be helpful at this point to discuss what is being claimed when a student passes a content assessment.

- If you pass a content assessment with at least an 80%, the claim being made is that you are, at this point in time, competent in the focus area being assessed. That is, you are competent at the objectives defined for that focus area.

Why does this matter?

- It matters because the way that a student passes a course is by demonstrating competence on both content (via content assessments) and cognitive skills (via performance tasks).

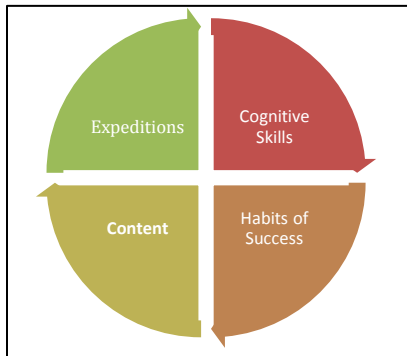


<i>Quadratic Functions</i>	<i>Interpretation at Level 3</i>	<i>Algebra I</i>
<i>Imagery</i>	<i>Contextualization at Level 2</i>	<i>English 8</i>

### **Key Features of Content Assessments are:**

- i. Assess all learning objectives of a focus area (at least 2 questions per objective).**
- ii. 10 questions total; competence is defined as 8 or more questions answered correctly.**
- iii. Built in Illuminate to provide immediate feedback for students, teachers, and parents.**

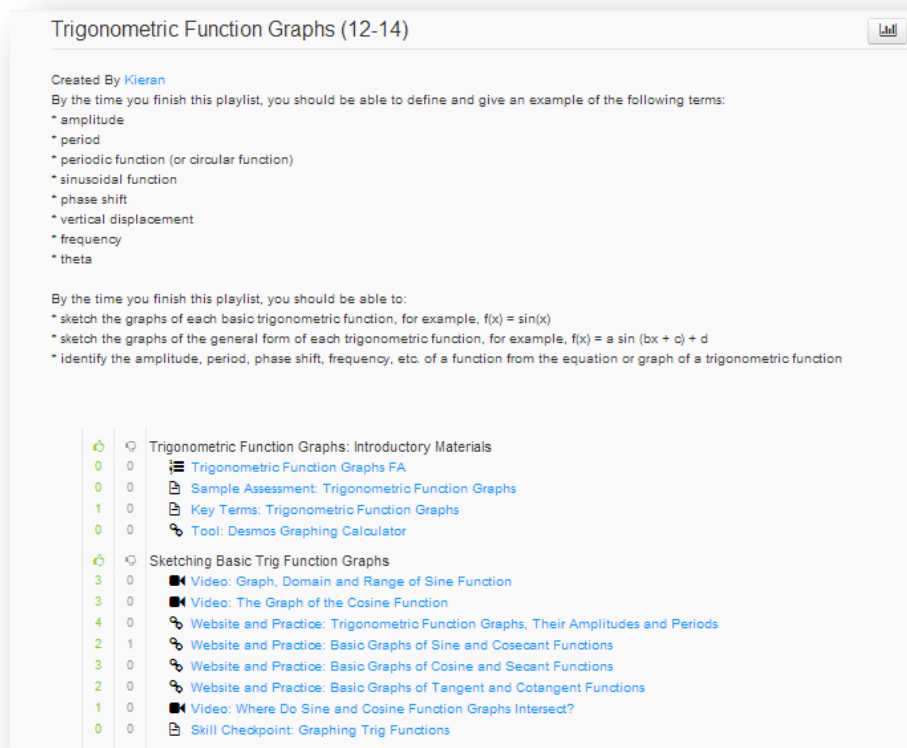
# Playlists



Playlists support students' work towards mastery of content, leading to college readiness. Every focus area has a playlist to help students learn the necessary content. Every focus area also has a content assessment, which is how students show their understandings of the content.

Playlists are organized to promote clarity and engagement. They also mirror research-based theories of learning, in which students have frequent, focused checks for understanding that will provide them with instantaneous learning feedback.

All playlists are built in the Activate system, which works seamlessly with Illuminate. At their basest levels, playlists operate like super textbooks, with focused formative assessments and frequent opportunities for feedback. If a resource can be accessed online, it can be placed into a playlist.



Websites, videos, embedded formative assessments, handouts: these are all learning resources that can be made available on Activate and shared with everyone across SPS, across our network of schools, and around the world.

When creating playlists, here are a few maxims to keep in mind:



### 1. Quality, not quantity

The most alluring thing about building a playlist is to dump resources into it. Although making a long, resource-rich playlist provides the creator with a feeling of accomplishment, that same playlist often leads students to confusion (because of sheer quantity) and wasted time (because of variable quality). There is no “right” number of resources to place in a playlist, but certainly fewer high-quality resources are preferable to more repetitive, or variable quality resources.

### 2. Common language

One advantage of textbooks is that they will use the exact same language again and again throughout the text. Some books use the word *claim*; some, *topic sentence*; others, *point*. They don’t jump back and forth from one term to another. When creating a playlist, try your best to use common language and, when a high-quality resource uses different language than your standard, be sure to indicate the change in the resource description.

### 3. Everything is objective-focused

Most importantly, every resource in a playlist should be organized into subtopics that mirror the focus area’s objectives. This way, the content assessment, playlist organization, and resources are all focused on the same thing: helping the student show mastery of focus area objectives.

### 4. Interactive trumps static

In San Jose surveys about playlists, over twice as many students reported that they learned more from interactive formative assessments than from static assessments. Formative assessments, interactive by their very nature, were named, by far, the #1 most helpful type of resource in a playlist. The more interactive a resource, the better for student learning and engagement.

## How to create a great playlist in Activate:

1. Ensure that your playlist is titled the exact name of the focus area and content assessment.  
“Quadratic Equations”
2. Allow random order when you make the playlist
3. At the top of the playlist description, state the exact objectives (no more than 5) for the focus area and the content assessment.
4. State the course(s) in which this playlist is included  
“Algebra I”
5. State the performance tasks to which this playlist is directly tied (if any)  
“Event Planning”
6. Use logically-grouped **subheadings**
  - The first subheading is typically titled “Introductory Materials”
  - Each additional subheading is typically titled by a separate playlist objective
7. **Learning resources** all help students succeed on the content assessment
  - Ideally, include a mix of resource types.
  - Align resources with common language (see terms listed at the top of each playlist)
  - Label resource types, eg:

**Note: Before you even begin to make the playlist, be sure of two things:**  
**1. You (or someone else) have already created the content assessment(s)**  
**2. You have studied the content assessment**

- “Sample Assessment:” (should always be the first resource in the playlist)
    - “Video:”
    - “Practice:”
    - “Website:”
    - “Game:”
    - “Tool:”
  - All resources must be linked to the content assessment and learning objectives
    - Within each resource, state the term(s) and skill(s) (in the same language as they are stated in the playlist heading)
    - If including practice, get an answer key (or sample correct answers) into the playlist in a logical progression
  - Student survey results from the math program in San Jose (2013) indicate that these are the resources that students learned from best (self reported):
    - #1 – practice problems (40%)
      - 27% prefer interactive, online practice problems
      - 13% prefer static, pen-and-paper practice problems
    - #2 – videos (20%)
    - #3 – textbook resources (13%)
8. **Formative assessments** should be built into the playlist as often as possible, as checks for understanding
- Include a comprehensive sample content assessment that mirrors the actual content assessment as the first resource in a playlist.
    - This sample content assessment may either be built in Illuminate or it may be a static resource (such as a PDF).
    - If the sample assessment is a static resource, include an answer key
      - Ideally, this answer key states precisely which questions are related to each objective/skill in the playlist, so that students can target their learning
    - These sample assessments are 10 questions
  - Formative assessments, built in Illuminate, come at the end of every possible subheading.
    - One to five questions is typically plenty.
    - These do not count towards a grade but do offer the student immediate feedback on the subheading content, so additional study can be focused.
9. The **content assessment** is the last item on the playlist. A student clicks on the assessment and a teacher is alerted to push the assessment to the student. (Note: This feature may not yet be available by summer 2013).

### **Key Features of Playlists are:**

- i. **Provide the highest-quality resources to help students reach all objectives in a focus area.**
- ii. **Organization is clear, concise, and user-friendly.**
- iii. **Built in Activate so that multiple formative assessments provide quick checks for understanding.**

Example of a Playlist:

**Solving Linear Equations (6-8)**

Created By [Kieran](#)

Terms: By the time you finish this playlist, you should be able to define and give an example of the following terms:

- \* variable
- \* equation

Skills: By the time you finish this playlist, you should be able to:

- \* solve 1-step linear equations
- \* solve 2-step linear equations
- \* solve linear equations with variables on both sides, or by combining like terms
- \* use the distributive property to solve linear equations

**Solving Linear Equations: Introductory Materials**

- Solving Linear Equations (6-8) FA
- Solving Linear Equations SAMPLE ASSESSMENT
- Key Terms: Solving Linear Equations
- Links to Solving Equations Explanations (CK-12)

**Solving One-Step Linear Equations**

- Solving Basic Linear Equations Intro
- Solving Simple Equations (Khan video)
- Solving One-step Equations (Khan video)
- Khan Exercise: One Step Equations
- Khan Exercise: One Step Equations with Multiplication
- Game: One-Step Equations Pong
- Solving Equations Reflection
- Website: One step linear equation word problems
- Video: Linear Equation Word Problems (Khan Academy)
- Skill Checkpoint: Solving one step linear equations

**Solving Two-Step Equations**

- Solving 2-step Equations (Khan video)
- Khan Exercise: 2-Step Equations

*This title is the same as the title of the focus area and the content assessment*

*There are five objectives for this playlist. One is about terms and four are about problem solving and application*

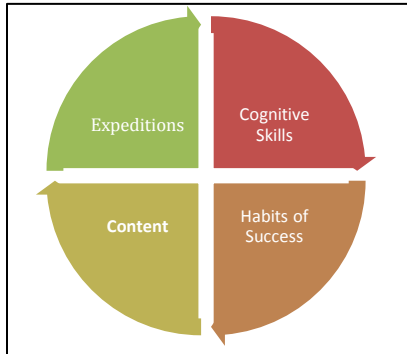
*This subheading captures a typical introduction to a topic*

*These two diagnostic assessments (samples) are the first resources with which a student interacts on this playlist*

*Subsequent subheadings are typically named after individual objectives*

*Notice the range of resources in the playlist, and how they're labeled. There are interactive and static assessments, clearly marked videos and online exercises, and introductions from "handouts" and textbooks, all organized into a clear progression.*

# Performance Tasks



Performance tasks are one component of Summit’s assessment program, which aims to define college readiness for our students, faculty, and families. **Performance tasks are assessed on SPS’s continuum of cognitive skills.**

Courses are organized around content and cognitive skill development. Together, these are the factors that focus the scope of the course as well as the course’s degree of difficulty.

The cognitive skills that form the backbone of performance tasks are derived from a variety of sources. Below are some of the primary sources used to develop our cognitive skills continuum, which is a living document created with support from the Stanford Center for Assessment, Learning, and Equity (SCALE), the same group that creates Performance Tasks for the Smarter Balanced Assessment Consortium.

Common Core Mathematics Practice Standards	Common Core Literacy Standards	National Academy of Sciences / Next Gen Science Standards	National Center for History in Schools Historical Thinking Standards	Assessment and Teaching of 21 <sup>st</sup> Century Skills Taxonomy
ETS Personal Potential Collegiate Index	EPIC’s Key Cognitive Strategies	CRESTT Measure of Workforce Readiness	ConnectED’s College and Career Ready Framework	AAC&U College Learning for the New Global Century

Like much of our work, our cognitive skills continuum is a document that drives us in the right direction—towards the best research about assessment—without claiming to be perfect. Simply put, were there a beautiful, clean, and comprehensive cognitive skill continuum that existed in the world, we would take it. There is not. However, the lack of a perfect tool does not diminish the power of moving together towards a unified vision of teaching and learning. Much of our continued work to develop the cognitive skills rubric will be led by the Cognitive Skills Specialist.



EPIC’s Key Cognitive Strategies

Performance tasks themselves are the final products of project-based learning. Amazing as it is, performance task types almost exclusively fit into the below types of communication and types of products. Perhaps unsurprisingly, these performance task types mirror the Common Core’s framework:

Type of communication	Type of product
<ul style="list-style-type: none"> <li>• <b>Argument</b></li> <li>• <b>Exposition</b></li> <li>• <b>Narration</b></li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Oral</li> <li>• Multimedia</li> </ul>

Of course, different disciplines suggest specific performance task types. Here are two examples:

Discipline	Type of communication	Type of product	Product	Performance Task
Science – Bio	Exposition	Written	Lab Report	Lab Report - Cellular Respiration
ELA and Social Studies	Argument	Spoken	Persuasive Speech	Persuasive Speech on a current social issue with roots in historical inequity

The performance task itself is a combination of **cognitive skills**—research, interpretation, and expository writing—as well as **content knowledge**—L.04.07 Photosynthesis and Cellular Respiration.

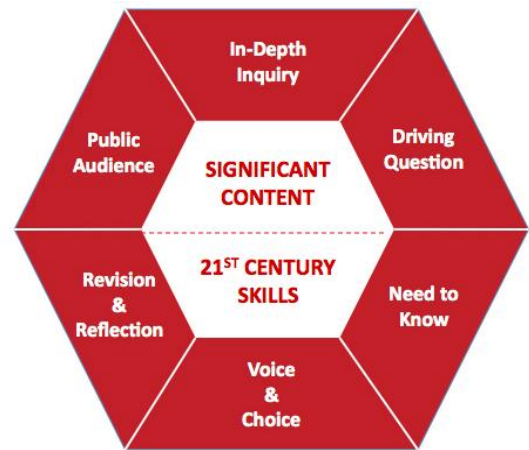
Performance tasks are linked to relevant cognitive skills *and* to the power standards of a course.



**Performance tasks are authentic, valid measures of student achievement that are assessed on the cognitive skills rubric and housed in Show Evidence.**

Backwards design (Wiggins & McTighe) employed in conjunction with the Buck Institute’s Project-Based Learning framework is a good method for creating high-quality, engaging performance tasks.

By using this framework, performance tasks will be the “main course” – the drivers of student learning throughout core time, where students learn the material while completing the project – rather than “dessert,” or the unit test that is plopped at the end of a period of learning. For an overview of the Buck Institute’s essential elements, see [this](#) article.



Buck Institute's Essential Elements

For step-by-step guidance creating project-based performance tasks, refer to the PBL 101 Guidebook. Be sure to examine [this](#) project design rubric (included in the Guidebook and loaded into Show Evidence), which will help guide your work in creating performance tasks.

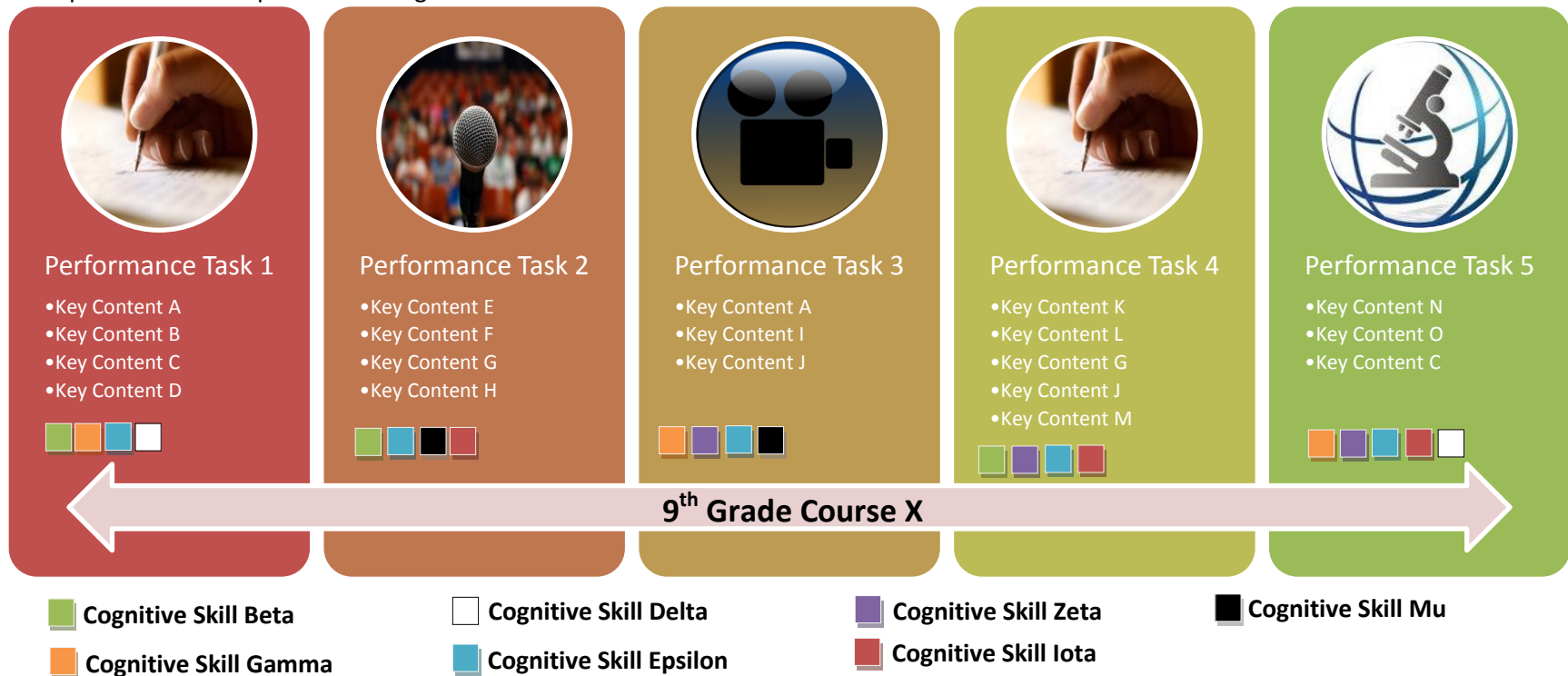
To help facilitate the creation of high-quality performance tasks, a tremendous amount of time has been spent determining power standards for every course and the appropriate cognitive skill levels on the cognitive skills rubric to help scaffold student learning towards the goal of college readiness. Performance tasks are suggested for courses in most disciplines (ELA, Science, and Math) as a foundation for our collective work. These are not the end-all-be-all of performance tasks—indeed, our goal is to get an assessment plan that we are happy to begin with as an MVP for our first year adopting a common assessment plan, not as some codified list of Summit Assessments that will be set in stone. It is our job to continually reflect upon and collaborate to improve our assessments and instruction, and to accelerate the student learning that results. **One of our first steps is to agree on a common performance task sequence for every course and every grade level.**

**Sample Grade 9 Project plan:**

	August	September	October	November	December	January	February	March	April	May	June
Spanish	Pre-	1		2		3		4		5	
History	Assess /	6		7				8		9	
ELA	Orient-			10			11				
Science	ation	12	13		14					15	
Math		16	17	18		19	20	21	22	23	24

Purple monoliths represent approximately 7-8 weeks of expeditions.

Obviously, the above is a simple sample visualization of a 9<sup>th</sup> grader’s year. The idea is, though, that students would work through projects throughout the year in core time. As many of these projects as authentically possible will be interdisciplinary. By finishing each subject—Spanish I, World History I, English 9, Biology, and Algebra I—each student must demonstrate competence on the appropriate cognitive skills as well as on the required content in the course. As a way of thinking of the role that performance tasks play in the curriculum, here is an example to help reveal how the pieces work together:



As you can see, the most important course content is embedded in the performance tasks. Content knowledge is assessed in content assessments. Cognitive skill development is assessed in performance tasks, but content is integrated into the tasks so that content is applied authentically and deeply understood.

**Grading:**

Currently, the Data and Information team is creating methods for converting cognitive skills assessments into grades. For next year, here is what to expect:

Process	Example
<ol style="list-style-type: none"> <li>1. We build Performance Tasks off of the cognitive skills rubric <i>categories</i> (eg, “Precision and Accuracy”) and <i>achievement bands</i> (eg, “Minimally acceptable to advance to 9<sup>th</sup> grade”).</li> <li>2. We upload those Performance Tasks into Show Evidence.</li> <li>3. We write “Look-Fors” for each Performance Task in Show Evidence that are linked to the appropriate cognitive skill rubric descriptors but specific to the performance task.</li> <li>4. These “Look-Fors” bridge the gap between the overarching cognitive skills and the specific work products required of each performance task.</li> <li>5. Grades come from the “Look-Fors” and content assessments.</li> </ol>	<ul style="list-style-type: none"> <li>• Here’s a descriptor from the cognitive skills rubric (<i>Problem Formulation, Minimally acceptable to advance to 9<sup>th</sup> grade</i>): “Can fully explain one appropriate approach to a problem.” This is one level of a cognitive skill built into the performance task titled “Business Plan.”</li> <li>• A look-for becomes: “Explanation of space usage is thorough, mathematically sound, and legally compliant.”</li> </ul> <p><i>Notice how the look-for is the application of a cognitive skill in the specific context of a performance task.</i></p>

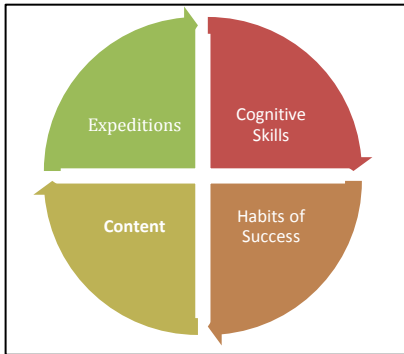
The actual assessment tool (the progression of look-fors) is not wildly different from the descriptors on any good rubric. However, the philosophical shift is significant. First, the unwavering focus is on cognitive skill development, not content acquisition; content is the vehicle for developing cognitive skills. Second, specific evidence is tagged in the body of the student’s work *and linked to the cognitive skill rubric*. The types of data we will be able to collect in order to reflect, refine, and revise is substantial. Questions such as these will arise:

- “Why would a student show evidence of excellent interpretation skills in Spanish but poor interpretation skills in science?”
- “Difficulty in reading is correlated to low scores across the board. How can we support low-skilled readers so that they are able to perform better across the curriculum?”
- “Are our assessments valid measures of students’ cognitive achievement and growth on standardized measures such as the EPAS and the Smarter Balanced assessments?”

“Education is what survives when what has been learned has been forgotten.”

The ongoing conversation around our students’ cognitive skill development and the opportunities for us to enhance our practice as a result is an important product of this shift in focus.

# Learning Modules



For students to have the tools they need to move towards self-directed learning, and for teachers to be able to serve as active facilitators of learning rather than disciples of the lesson plan, we must thoughtfully break down projects in ways that drive inquiry, collaboration, and engagement. Learning Modules, which are written for every performance task and housed in Show Evidence, are such tools.

If the performance task is the main course, the learning module is comprised of all the bites it takes to complete the meal. Every

step in a learning module is a product contributing to the completion of the Performance Task.

Typically, these steps break down into two categories:

1. **Checkpoints:** Parts of a whole / Steps in a process (eg, (a) constraints of the problem, (b) graphing the constraints, ) that benefit from revision before a student moves on
2. **Drafts:** The performance task product in draft form (eg, the initial draft of a written piece), that benefits from focused feedback before being submitted in final form

Notice how both of the above categories represent *pivotal moments* in a student's creative process. If a student barrels ahead in conducting an experiment without first having conducted background research, developed a hypothesis, and considered the best method for testing that hypothesis, then the student's work will likely be for naught. The best case is that the student's results are grossly inaccurate, she learns the importance of attending to the process of scientific inquiry, she goes on to demonstrate understanding through revision or in later projects, and the mistake serves as a cautionary tale that the student never repeats.

Learning modules thus define the learning path a student may take when completing a project in order to create a quality final product, thereby demonstrating cognitive achievement.



The above graphic represents how students use learning modules as a path towards achieving learning goals set out by our shared assessment plan. Some things to keep in mind when designing learning modules include:

**Learning modules are designed for students to use.** Teachers are pivotal in supporting student learning throughout projects, but learning modules are not written as lesson plans. Rather, they are developed as a series of steps leading to student success on a performance task.



**Learning modules, like playlists, include multiple forms of formative assessment and multiple opportunities for feedback from peers and teacher(s).** If there is one undeniable truth about learning, it is that multiple timely opportunities for focused feedback are essential. If we already know and can explain where the learner is going, then formative assessments help us—students and teachers—understand where the student is *now*. In understanding where the student is, we can provide the necessary feedback to help students accelerate their learning so that they achieve their goals—they get where they’re going—more quickly, and with greater self-direction.

*Feedback tells people what is; goals tell them what is desirable. Feedback involves information; goals involve evaluation. Goals inform individuals as to what type or level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly. Feedback allows them to set reasonable goals and to track their performance in relating to their goals, so that adjustments in effort, direction, and even strategy can be made as needed. Goals and feedback can be considered a paradigm case of the joint effect of motivation and cognition controlling action.*

–Locke and Latham, 1990

Examples of formative assessment at work in learning modules includes:

- Write your thesis
- Submit your research proposal
- Outline your presentation
- Complete a draft of your lab report
- Formulate the problem with the given data set
- Annotate the poem
- Provide relevant research from valid sources both for and against the Dream Act

Note that all of these products:

1. Are essential pieces of a larger performance task (main course, not dessert),
2. Are cognitively demanding,
3. Can receive feedback from peers, experts, teachers, or via self-assessment,
4. Provide evidence of understanding that helps both student and teacher make data-driven decisions about the next steps for the student’s learning.

**What’s the difference between a Learning Module and a Playlist?**

<b><i>Playlist</i></b>	<b><i>Learning Module</i></b>
<ul style="list-style-type: none"> <li>• Supports learning of content in the course’s guide (assessed via Illuminate content assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Supports student success on a performance task (assessed via Show Evidence “Look-Fors” towards the cognitive skills rubric)</li> </ul>
<ul style="list-style-type: none"> <li>• Organized around “micro-standards” / objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Organized around the steps in a learning process</li> </ul>
<ul style="list-style-type: none"> <li>• Built in Activate</li> </ul>	<ul style="list-style-type: none"> <li>• Built in Show Evidence</li> </ul>
<ul style="list-style-type: none"> <li>• Kicks out to many resources (such as the Stanford History Education Group, the Khan Academy, CK-12 Flexbooks, Avenue Language Learning, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the resources are built internally – these are steps in the learning process, which include playlists are important moments</li> </ul>

## Show Evidence

As essential as learning modules are, they are one of the more challenging aspects of our shared curriculum and assessment plan to build at the moment. While Show Evidence is working out some kinks, the construction of learning modules continues to be clunky. This clunkiness won't last forever, and it is more of a barrier to understanding the program than to putting quality work into the program. Here are some of the primary issues with Show Evidence at the moment.

Problem	Why this stinks	How we can get around it
<b>If you want a student to submit <i>anything</i>, then you have to create a “performance task.”</b>	We're using the term <i>performance task</i> to designate the assessment of a project (such as “the persuasive speech”). Show Evidence is using the term <i>performance task</i> to mean any assessment in their system (such as “topic selection and rationale” or “speech outline”).	At the moment, be clear about how you're using the term.  We're working with SE to make this change—the hope is that they start delineating between “Performance Tasks” and “Formative Assessments.”
<b>It takes many (sometimes unintuitive) steps to create learning modules and performance tasks.</b>	It takes time and can be frustrating.	Please assume that the problem is Show Evidence, and not you. With that assumption, get in touch with Howard, Jon, Lily, Kieran, Lizzie, Jesse, Zack, Adam, most Orange Team members, or anyone else with Show Evidence experience when you run into a roadblock.
<b>The cognitive skills rubric is not yet in any shape to be a tool linked to grades.</b>	While we have common language and common goals derived from the cognitive skills rubric, it would be so nice to be able to use the rubric as an assessment tool. This is not currently possible.	The categories and topics on the rubric are strong and developed from valid sources such as the Common Core, EPIC's key cognitive skills framework, and 21 <sup>st</sup> Century Skills, even if the gradations of descriptors are not yet ready for prime-time.  Kyle Moyer is working on developing the rubric, and outside partners are being consulted, as well.  “Look-Fors” bridge the gap between the big, abstract cognitive skills rubric and the performance tasks. Treat these as the rubric.

Sample Learning Module:

Home page of the Learning module

Notice the title (same as Performance Task) and the illustrative photograph.

Here is the close-up view of one of the sections in the learning module:

1. Title

2. Description

3. Duration

4. Grouping

5. Picture

6. Addt'l Page

7. Work Submission

**Directions**

In writing your first draft of the historical narrative, use your prewrite and feedback to inform your story. Be sure to include:

- Detailed & meaningful show-not-tell imagery that appeal to 4-5 senses & create an appropriate mood
- Realistic & meaningful dialogue
- Interior monologue that thoughtfully reveals character/attitude on war
- Specific, appropriate, & deliberate diction
- At least 2 literary devices such as metaphor, simile, symbol, or personification that contribute to overall story
- 3-5 accurate historical references to World War I
- Details that indirectly reveal your universal theme

Duration | 90 minute(s)

Grouping | Individual

Notice that each section of the learning module (LM) includes a few elements:

1. A title
2. A description
3. The duration of time this section of the LM should take
4. The recommended (or required) grouping for this section
5. A picture
6. Additional section pages
7. Work submission (if desired)

## Pointers:

**Integrating Activate Playlists:** When building a LM, you will want students to complete particular playlists at logical points in their learning. The best place to do so is, at the moment, at the bottom of the section descriptions. Thus, in the example on the previous page, the LM author would link to important playlists at the bottom of the description. Based on the information in the description, those links would look like this:

Complete these playlists, and pass these content assessments, to help you complete the first draft of your historical narrative:

1. (ELA) Imagery II
2. (ELA) Dialogue II
3. (ELA) Diction I
4. (ELA) Theme II
5. (SS) Psychological Impact: Disillusionment
6. (SS) Key Battles and Events, Pacific Theater
7. (SS) Key Battles and Events, Europe/N. Africa

Each of the above would link out to a playlist, so students can integrate their learning of key content into their work to develop their historical narratives.

**More is More:** In LMs, the steps in developing a quality work product (be it a written piece, a multimedia presentation, or a spoken argument), should be clearly defined, step-by-step, for students. If you are trying to decide whether or not to have students brainstorm a topic, for example, then think about this: “will this step help students develop a better work product?” And, “if I included this step in the LM, would it be useful for me (or others) to provide feedback to at least some students?” If the answer to either of these questions is *yes*, then include the step. Including a step does not mean that you can’t tell some students that the step can be skipped, and it doesn’t mean that you (or anyone else) is compelled to give feedback. However, you have the opportunity to do so only if the step is included.

**Scoring Guides:** Scoring Guides are assessment tools. You can place them into Show Evidence through what is currently a relatively painstaking process, so all of the big performance tasks (the ones that are the culminating assessments for every project) should be linked to the cognitive skills rubric. This will happen later, however, after we’ve had the opportunity to work out some of the kinks in Show Evidence. However, it will be important to know the following:

You can include smaller rubrics and checklists that you may use to provide targeted feedback to a student on a piece of process writing, such as:

- Evidence** is incorporated smoothly into the writing and does not stand alone
- Evidence** is concrete (summary, quotation, or paraphrase)
- Evidence** is as short as possible (no extra words/summary included)
- Evidence** is “correctly cited” (24).
- Evidence** is exceedingly well chosen

You may also include rubrics, such as this row from the cognitive skills rubric:

<i>Summit Public Schools Cognitive Skills Rubric Sample Descriptors</i>								
<b>Scoring Domain</b>	<b>No Evidence</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 7</b>
Deconstruction of Information and Pattern Analysis	No evidence of information deconstruction or pattern identification	Attempts to identify relevant information within a source; Unable to identify patterns because information is not broken down into useful pieces	Identifies some relevant information within a source, groups information but no patterns identified	Identifies all relevant information within a source; Information is grouped into useable pieces and pattern identification is attempted	Identifies all relevant information within various types of familiar sources; information is grouped into useable pieces and patterns are identified	Identifies relevant information within a wide range of sources, mostly familiar but some unfamiliar; information is grouped into useable pieces. Patterns are identified	Identifies relevant information within a wide range of sources, mostly familiar but some unfamiliar; information is grouped into useable pieces and all possible patterns are identified; some insights made, relevant to the problem	Identifies relevant information within a wide range of sources, both familiar and unfamiliar; groups information/data into useable pieces and looks for patterns and relationships as the basis for developing ideas and insights relevant to the problem and its solution

The full cognitive skills rubric will be revised and placed into Show Evidence. It is not necessary to have all of the language perfect before you build projects, since the categories and topics of the rubric will remain the same; the language within will change to be most developmentally appropriate.

### **Key Features of Learning Modules Are:**

- 1. They include a logical progression of steps leading to the completion of a Performance Task.**
- 2. They are built in Show Evidence.**
- 3. The primary audience for Learning Modules is students.**
- 4. They are feedback-rich, with opportunities for teacher-student, student-student, and student-self interaction with the work products.**
- 5. They are linked to the cognitive skills rubric, but assessed using “Look-Fors.”**

**The following pages include important documents, including:**

- 1. The Buck Institute of Education’s “Project Design Rubric,” which we will be using to assess each others’ projects.**
- 2. “Main Course, Not Dessert” article about project-based learning**
- 3. “PBL Essential Elements Checklist” to help you review your own project**
- 4. “8 Essentials for Project-Based Learning” from the Buck Institute**

## Partners in Developing a Research-Based Program

With the partners listed below, Summit Public Schools created Content Guides (these define content required for advancement in each course), a Cognitive Skills Rubric (defining the levels of cognitive skill necessary for advancement from each grade level), and a Habits of Success Continuum (defining the developmentally-appropriate levels of mastery for non-cognitive skills).

- **The Stanford Center for Assessment, Learning and Equity (“SCALE”)** – SCALE’s mission is to improve instruction and learning through the design and development of innovative, educative, state-of-the-art performance assessments, and by building the capacity of schools to use these assessments in thoughtful ways, to promote student, teacher, and organizational learning. In partnership with SCALE, Summit developed its Cognitive Skills Rubric, along with multiple performance tasks, “look-fors” and other cognitive-skill focused tools.
- **Linda Darling Hammond** – A mentor to and teacher of many Summit teachers and administrators, Dr. Darling-Hammond’s ideas greatly influenced—and continues to influence—the academic model of Summit schools. *The Right to Learn*, Dr. Darling-Hammond’s seminal text, offered Summit a blueprint for the types of schools, and the types of teachers, that Summit builds. Summit’s program model draws heavily from Ms. Darling Hammond’s research around teacher and school leader education and development, instruction of diverse student populations, and the value of heterogeneous environments. Dr. Darling Hammond’s research on these topics has influenced national education policy and teaching best practices in schools nationwide.
- **The Buck Institute for Education** – The Buck Institute for Education is the leading research institution around the practice of Project Based Learning, in which students go through an extended process of inquiry in response to a complex question, problem, or challenge. A vast majority of Summit’s projects have been built using the framework created by the Buck Institute.
- **EduCurious** – Seattle-based educational technology company EduCurious has been a close partner in the development of our biology curriculum. Although EduCurious has a slightly different project-based learning framework than the Buck Institute, Summit has found Michael Golden, Jane Chadsey and their faculty at EduCurious to be like-minded partners in the work of preparing every student for success in college and career.
- **Acknowledge Alliance** – Dr. Lisa Medoff and the staff at the Acknowledge Alliance (formerly the Cleo Eulau Center for Resilience) have been close partners in the development of Summit’s Habits of Success framework. Dr. Medoff is an educational psychologist who teaches undergraduate and graduate courses at Stanford University, works with the Acknowledge Alliance, and has her own clinical practice in Mountain View, California

- **David Yeager** – Dr. Yeager is a researcher and professor of educational psychology at the University of Texas – Austin. His work primarily centers on behavioral factors in student learning, with a focus on mindsets. A protégé of Dr. Carol Dweck at Stanford University, Dr. Yeager and his research assistants consistently work with leading university and foundations to develop effective mindset interventions. His research directly informed Summit’s self-directed learning cycle.
- **The Khan Academy** – Summit was one of the earliest school partners with the Khan Academy, and Summit continues to work closely with the organization to ensure that our mathematics curriculum is meeting the unique needs of all learners.
- **Activate Instruction** – In collaboration with Illuminate Education and the Girard Foundation, Summit developed Activate Instruction, a perpetually free, open educational resource for anyone in the world with the internet. Activate links assessment with curricular materials and is a rallying point for Summit teachers and students, who use it daily as a tool for personalizing instruction.
- **The Carnegie Foundation’s Student Agency Improvement Community** – As a member of this learning community, Summit is developing and testing research-based social-emotional interventions with students.
- **SRI International** – In partnership with SRI, Summit is working to define measures for assessing students’ Emotional Intelligence and Self-Directed Learning behaviors.

Summit educators also studied the following standards and research to create the Content Guides and Cognitive Skills Rubric: AAC&U College Learning for the New Global Century; ACT College Ready Standards; Advanced Placement materials; American Council on the Teaching of Foreign Languages; Assessment and Teaching of 21<sup>st</sup> Century Skills Taxonomy; College Knowledge (Conley); Common Core Literacy Standards; Common Core Mathematics Practice Standards; ConnectED’s College and Career Ready Framework; CRESTT Measure of Workforce Readiness; EPIC’s Key Cognitive Strategies & College and Career Readiness Framework; ETS Personal Potential Collegiate Index; JumpStart Financial Literacy K-12 Standards; National Academy of Science / Next Gen Science Standards; National Center for History in Schools Historical Thinking Standards; NWEA MAP / Descartes Continuum.



## Summary of Typical Support Systems for a Student

This is an overview of the supports that students with varying levels of need may receive. Individual student experiences may vary. During Personalized Learning Plan Meetings between the student, his/her parent or guardian, and his/her mentor, families are made aware of student supports available and a specific plan is created to best support the individual student.

Student Experience	Faculty Expectations	Resources
<b>Level 5 - Students require all mainstream supports, plus special education to be prepared</b>		
Special Education Program: ✓ Resource support ✓ Speech and language therapy ✓ Occupational therapy ✓ Audiological services ✓ School-based mental health counseling ✓ Modifications to program / curriculum	✓ Collaborate in the creation of IEP ✓ Provide input and evidence of students' present levels of performance ✓ Attend IEP meetings as needed ✓ Implement modifications / accommodations	✓ Program specialist ✓ Resource specialist ✓ School psychologist ✓ Contracted therapists ✓ 15 to 20% of administrators' time
<b>Level 4 - Students require level one, two, and three, plus level four mainstream supports to be prepared</b>		
✓ Summit Solves Level 3 (math intervention for students significantly below grade level) ✓ Summit Reads Level 3 (reading intervention for students significantly below grade level) ✓ Positive Behavior Intervention Plans ✓ 504 plan with accommodations ✓ Extensive personal mentor support ✓ Grade level interventions / plans	✓ Implement PBIS	✓ 10 to 15% of administrators' time ✓ Intervention documentation template ✓ 540 plan template and policy
<b>Level 3 - Students required level one, level two supports, and level three mainstream supports to be prepared</b>		
✓ Summit Solves Level 3 (math intervention for students significantly below grade level) ✓ Summit Reads Level 3 (reading intervention for students significantly below grade level) ✓ Restorative Justice to address behaviors ✓ Additional mentor support	✓ Email and phone contact with home	✓ Scheduled, coordinated time with students needing additional support ✓ Designated grading days
<b>Level 2 - Students require level one program plus additional mainstream supports to be prepared</b>		
✓ Summit Solves Level 2 (math intervention for students approaching grade level) ✓ Summit Reads Level 2 (reading intervention for students approaching grade level) ✓ Graduated Disciple Plan	✓ Two hours of office hours per work ✓ Consistent expectations for delivery of work on time	✓ A clear system for supporting assignment completion, resulting in ability to plan classes accordingly ✓ Culture of revision and redemption

<ul style="list-style-type: none"> <li>✓ Office Hours</li> <li>✓ Peer Tutoring</li> </ul>		
<b>Level 1 - Students are prepared through basic mainstream program</b>		
<ul style="list-style-type: none"> <li>✓ Summit Solves Level 1 (daily math practices for students at or above grade level)</li> <li>✓ Summit Reads Level 1 (daily sustained reading for students at or above grade level)</li> <li>✓ Daily classroom experience</li> <li>✓ Regular Community participation</li> <li>✓ PLP development and annual meeting</li> <li>✓ Personalized Learning Time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Course content is CA standards based or common core based</li> <li>✓ Student centered pedagogy</li> <li>✓ Vertically and interdisciplinary planned curriculum for skill development – includes spiraling</li> <li>✓ Differentiated instruction</li> <li>✓ All students are engaged (talking about and manipulating content 90% of each class period)</li> <li>✓ Longer assignments are chunked with frequent checks</li> <li>✓ 100% extended time for all on tests and exams</li> <li>✓ No more than one mastery in total schedule / per day</li> <li>✓ Mentor teaches academic literacy skills</li> <li>✓ Extensive scaffolding is used to support skill development</li> <li>✓ No assigned work during vacation</li> <li>✓ Students are assessed using multiple modes</li> <li>✓ Assessments are designed to allow students to demonstrate mastery of course content standards</li> <li>✓ SDAIE methodology</li> <li>✓ Common behavior norms / expectations with consistent follow-through</li> </ul>	<ul style="list-style-type: none"> <li>✓ 38 days for professional development, collaborative planning and student logistics</li> <li>✓ 2 hours of common planning time with vertical team daily</li> <li>✓ 1 hour grade level team meetings weekly</li> <li>✓ 4 sections only</li> <li>✓ Class size of 27</li> <li>✓ 1 prep only</li> <li>✓ 110 students max</li> <li>✓ Looping and/or teaching same subject two or more years in a row</li> <li>✓ Uninterrupted teaching time (no assembly schedules, minimum days, announcements, etc...)</li> <li>✓ Peer coaching</li> <li>✓ Induction mentors</li> <li>✓ Existing / developed curriculum for each course (available to all)</li> <li>✓ 25% time administrator for connections coordination</li> <li>✓ Existing / developed curriculum for connections</li> <li>✓ Personalized Learning Plans for Professionals connected to professional development</li> <li>✓ Decision-making authority in school policy and procedure</li> </ul>

PBIS: Positive Behavior Intervention Plans

SDAIE: Specially designed academic instruction in English

## Grade-Level Intervention Plan

---

<b>Last Name:</b>	<b>First Name:</b>	<b>Grade:</b>
<b>Parent(s) Name:</b>	<b>Phone:</b>	<b>Date:</b>

**1) Reason for Intervention:**

**2) Student input:**

**3) Teacher input:**

**4) Parent input:**

Student will do	School will provide

<b>Date of Review</b>	<b>Teacher Initiating Review:</b>
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**Signatures:**

Parent \_\_\_\_\_ Date \_\_\_\_\_      Parent \_\_\_\_\_ Date \_\_\_\_\_  
 Student \_\_\_\_\_ Date \_\_\_\_\_      Teacher \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher \_\_\_\_\_ Date \_\_\_\_\_      Teacher \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher \_\_\_\_\_ Date \_\_\_\_\_      Other \_\_\_\_\_ Date \_\_\_\_\_

## Evaluation of Intervention

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<b>Last Name:</b>	<b>First Name:</b>	<b>Initial Date:</b>	<b>Evaluation Date:</b>
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<b>1) Success of the plan:</b>	<input type="radio"/> <b>Successful</b>	<input type="radio"/> <b>Partially Successful</b>	<input type="radio"/> <b>Unsuccessful</b>
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<b>2) Rationale for decision (describe the evidence used to make decision):</b>
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<b>3) Determination of next step:</b>
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<b>Person contacting Parent:</b>	<b>Conversation Log:</b>
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### Signatures:

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Other \_\_\_\_\_ Date \_\_\_\_\_

## Strategies for EL Instruction & Intervention

Strategies for EL instruction and intervention used at Summit Public Schools are listed below. Strategies 1-5 are employed on a daily basis throughout Summit classrooms and several reflect core elements of the Summit model. Strategy 6 is used when students need additional intervention beyond the supports provided in Strategies 1-5.

**(1) Self-paced content:** Courses are generally designed with course content connected to course projects. This content is accessible anytime via a set of resources—which may include textbook passages, videotaped lectures, teacher-created presentations, videos, etc.—and students progress through the content at the pace that is right for them as determined by the student and his/her mentor. Resources are specifically designed to be accessible to students of differing abilities and literacy levels.

**(2) Skill-based projects:** Skills-based projects develop students' cognitive skills, and are designed to align with the Common Core standards (including but not limited to literacy standards). These projects are heavily focused on both receptive and productive literacy skills, and student scores on projects provide teachers and mentors an opportunity to track growth over time. Because they emphasize cognitive skills instead of discrete content knowledge, these projects are accessible to all students.

**(3) Mentoring:** A core tenet of the Summit Public Schools program is that every student is assigned a faculty mentor who regularly meets with each of his/her students. Mentors have the opportunity to deeply get to know each of his/her students and develop an authentic relationship with each mentee. Mentors leverage this relationship to advocate for the learning needs of each student, EL students specifically. The mentor helps the EL student set language goals for him/herself, helps monitor their growth, makes sure he/she is demonstrating that he/she can access the core curriculum, and advocating for and managing any interventions that might be needed.

**(4) Classroom Strategies:** All faculty include language goals (writing, reading, listening and/or speaking) and objectives in their lesson plans. Language objectives also include scaffolds for students, such as paragraph frames, sentence starters, and outlines. When teachers are observed by their instructional coaches they are asked to reflect on these goals and whether or not they are being met. Faculty are trained in the Specifically Designed Academic Instruction in English (SDAIE) teaching approach and coached to make sure they are employing them every day. SDAIE and other appropriate techniques to help students access the core curriculum as well as make English language development progress include, but are not limited to:

- Multi-modal instructional strategies (verbal and visual, verbal and kinesthetic)
- Access to and training on graphic organizers and academic literacy techniques (e.g., note taking or t-charts)
- Pre-loaded vocabulary and context
- Leveled readings
- Flexible groupings
- Reading aloud, partner readings, explicit instruction and modeling around reading strategies
- Frequent formative feedback and checks for understanding
- Repetition of key concepts in various ways
- Use of visual cues
- Written and spoken instructions delivered step by step
- Differentiated instruction based on demonstrated mastery
- Kagen learning strategies that help students process learning verbally (e.g., think/pair/share)
- Encouraging participation through allowing additional processing time (e.g., telling a student that they are going to be “next” in answering a question orally)
- Low-stakes corrective feedback not only around content but also around language use
- Explicitly pointing out reading and vocabulary strategies such as identifying cognates and breaking down homonyms and homophones
- Use of visuals that reinforce spoken and written words (e.g., word walls)

- Use of gestures for added emphasis
- Adjusting speech (eg. speaking slowly, enunciating, repeating words or phrases, simpler syntax)
- Use of exaggerated intonations
- Using fewer idioms and clarifying the meanings of words or phrases in context
- Stress high frequency vocabulary
- Explicit academic vocabulary instruction (specifically Kate Kinsella’s methods)
- Explicit academic literacy instruction (e.g., how to read different types of texts, how to use context to figure out words, etc.)
- Building background knowledge, especially for content that involves cultural, social or historical references
- All faculty are trained in creating a classroom culture that allows for English learning to occur. All classrooms are evaluated on whether or not there is a culture of safety, which includes a safe space to take risks verbally, being supportive of learning new skills and content, and valuing the contributions of every member of the learning community. The goal is to maintain a low-level of anxiety for EL students so they can participate, develop and flourish.

**(5) Student-centered Faculty Collaboration:** On a weekly basis, faculty of each grade level meet to discuss student progress and any specific supports needed. EL students (and other sub-groups of students) are regularly discussed to make sure they are making the appropriate progress. If it is determined that students are not making adequate progress then intervention plans are designed so that they can receive the appropriate support needed to access the curriculum. These interventions are regularly assessed to determine if they are effective or need to be adjusted.

**(6) Student Interventions:** When it is determined that students need additional supports beyond the classroom strategies, individual intervention plans are developed and monitored in coordination with the student, the student’s mentor, and the family. Those plans include, but are not limited to:

- Additional support time during the school day in the form of pull out instruction and support from an appropriately credentialed faculty member. This does not take the place of a mainstream course but rather is concurrent instruction so that students are still able to socialize with their mainstream peers. Thus students can still experience a college-preparatory curriculum while at the same time receiving the dedicated time and support they need to gain fluency in reading, writing, listening and speaking in English.
- Additional support time after school by attending teacher office hours. Teachers are able to differentiate instruction and offer individual support in this time so that EL students can better access the curriculum.
- Additional support time built into the students’ Expeditions experience. This can take many forms, such as targeted language instruction or extra time with teachers. It may or may not take the place of their regular Expedition course.
- Adaptive reading supports that transforms how, what, and why students read, such as Reading Plus, a Common Core-aligned web-based reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation.

### Sample Materials & Texts for EL Instruction

The following materials and text may be used in support of EL instruction:

- **Longman Dictionary of Comprehensive English (LDOCE)**
  - The *LDOCE* is a dictionary specifically designed for people learning the English language; it provides definitions by using a restricted vocabulary, helping non-native English speakers to get meanings easily.

- These dictionaries are available in classrooms and students have access to the online version at all times on their Chromebooks
- **Reading Plus**
  - *Reading Plus* is a web-based program that transforms how, what, and why students read. It is a [Common Core aligned](#) reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation.
- **ThinkCERCA**
  - ThinkCERCA is an online, CCSS-aligned literacy program with tools and content teachers need to help students learn to read closely, think critically, and develop powerful arguments. It engages students in reading informational texts for ELA, Science, and Social Science. Topics are leveled by grade band for grades 4-12 and include technology and society, culture and change, social responsibility, and policy and debate leveled by grade band for grades 4-12. ThinkCERCA's bank of mini-lessons introduces key skills and concepts of 21st Century Literacy including the Common Core State Standards and ACTs College Readiness Standards. Leveled by grade band, mini-lesson topics include basic argumentation skills, lessons on informational texts and literature, writing and research skills, grammar, punctuation, & vocabulary.
- **Newsela**
  - *Newsela* is an innovative way to build reading comprehension with nonfiction that's always relevant: daily news. *Newsela* is free for students to explore a world of nonfiction and test their comprehension. Updated daily with real-world news from major publications, students can participate in conversation about the most urgent topics of our time, all while becoming stronger readers.
- **Curriculet**
  - *Curriculet* is a digital reading platform that allows teachers to enrich reading by embedding their questions, quizzes and rich media directly into the reading. Teachers can track real-time feedback, track mastery of common core literacy standards and get actionable data to inform, their instruction immediately.
- **1:1 Chromebooks with internet access**
  - All students are provided with a Google Chromebook and use this as one of their primary learning tools.
- **Grade-specific graphic organizers**
  - In collaboration, the faculty will agree upon which type of graphic organizers they want to use at each grade level and then all teachers will use these graphic organizers. These will be made available to all faculty members via our internal Google Docs network.
- **ERWC Binders for teachers**
  - ERWC Binders are materials for teachers that are used in the Expository Reading and Writing Course that was developed by the CSU system and high school teachers. The binders provide teachers with a theoretical understanding of the ERWC, outlines the benefits of the course for students and school personnel, and offers pragmatic strategies for using the course materials to teach each module.
- **Making Content Comprehensible for English Learners: The SIOP Model**
  - This book is used with all teachers as our organization believes it is one of the most comprehensive, coherent model of sheltered English instruction. It covers an overview of the issues related to educating English learners to frequently asked questions with answers from the authors to help teachers get started implementing SIOP®. The book provides

school administrators, teachers, and coaches with a superior tool for improving the education of English learners and promoting their academic gains.

### **Monitoring of Student Progress**

- **Initial Assessment:**
  - CELDT testing: All students who indicate that their home language is other than English will be CELDT tested within 30 days of the first day of school and at least annually thereafter until re-designated as fluent English proficient
  - NWEA Map testing: All new students are MAP tested within the first week of school in order to get a baseline of performance in general literacy categories. This is used in conjunction with CELDT scores to determine appropriate teaching strategies and coursework.
  - Teacher observations and work sample discussions: Teachers meet for additional hours together in the first couple weeks of school in order to diagnose student skills, both academic and habits of success.
- **Ongoing External Assessment:**
  - NWEA Map Testing is given 2-3 times per year (beginning, semester and end) to measure and assess student growth. Results from this periodic test are analyzed and discussed by faculty members and administration in order to determine if adequate progress is being made. If not, intervention plans are created and put in place.
  - For students who are not re-classified after one year, their year to year CELDT scores are evaluated to determine if any additional supports or interventions are necessary.
- **Embedded Daily, Ongoing Assessment:**
  - At SPS, student progress is monitored daily and assessments are embedded into Personalized Learning Plans, content, and projects. Examples of assessments include evaluations of content mastery and performance on cognitive skills, such as comprehension, use of evidence, vocabulary usage, making a claim, use of analysis, organization, discussion, verbal summary and synthesis.
  - All student performance information is available on the student PLP dashboard and all stakeholders (students, parents, and faculty) can readily access these scores to examine if appropriate progress is being made.
  - Each students' mentor will track this growth and to intervene when concerns arise. Additionally, the mentor and the student have a set appointment time each week to set short and long term goals and then evaluate progress to meeting those goals. EL students regularly set goals that are related to their language abilities.
  - In classes, students also receive daily formative assessment in the form of both written comments on their work and verbal comments regarding their work and classroom behaviors, such as oral participation.

### **Monitoring and Evaluation of Program Effectiveness**

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

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

### **EL Professional Development Plan**



## **Vision**

Every SPS faculty member is an empowered, self-directed and continuous learner who is directly improving student outcomes every day. SPS faculty members have access to all the resources necessary to realize this vision for all students.

## **Specifics:**

- Summer training
  - Faculty discuss the school's plan for ELs and the related implications for their role in executing the plan
  - Prior to the start of the school year teachers are assessed for their previous training regarding the instruction of EL students. Teachers who are not familiar or who want to be re-acquainted with EL student-specific teaching and classroom strategies participate in internally-designed workshops
  - All teachers participate in workshops that teach them how to analyze a variety of student performance data sources. These workshops teach them how to respond to growth and non-growth; how to use this data to differentiate their daily practice; and how to create appropriate student intervention plans
- During the school-year
  - The school will have approximately 7 weeks spread throughout the school year where faculty is not responsible for teaching or supervising students. During these times, students are participating in the Expedition courses, our immersion visual and performing arts courses, so faculty are available to participate in all types of professional development.
  - During each of these weeks, workshops are created by the CMO's Academics team in direct response to site needs. Assuming that there will be a need for professional development related to EL students, the academics team will provide workshops that support the instruction of EL students.
  - Ongoing throughout the year, all teachers receive weekly data-packets that outline the performance of their students as related to:
    - Demonstration of cognitive skills, as measured by rubric scores
    - Content acquisition, as measured by online assessments
    - Project turn in rates
    - Incomplete rates
  - This data is broken up into sub-groups, where EL students are one sub-group. Early on in the year, teachers are trained on how to analyze this data to inform their daily instruction. Throughout the year teachers are coached individually on how to increase the scores of their students.
- Specific EL PD materials and texts:
  - Expository Reading and Writing Course materials (see materials and texts appendix)
  - Sheltered Instruction Observation Protocol Book (see materials and texts appendix)

## **EL Coordinator Role**

### **Designation**

In the first two years of the program, the Executive Director (ED) is designated as the EL Coordinator. In the third year when an assistant director (AD) is added to the administrative team, the EL Coordinator will be either the ED or the AD.

## **Roles and Responsibilities**

- Initial identification:
  - Students will be initially identified through administration of the home language survey, collection and review of enrollment documents and interviews with students and families.
  - Facilitates faculty collaboration around student observations and work samples as an additional indicator for identification
- CELDT Coordination
  - Oversee and administer all aspects of CELDT testing, including ordering of the tests to mailing results home to families.
- EL Program Coordination
  - Oversees and manages professional development specifically related to the direct support of EL students
  - Oversees and manages teacher coaching specifically related to the direct support of EL students. This includes, but is not limited to, coaching on strategies that directly support language development as well creating classroom environments that support language development.
  - Oversees and manages student interventions that are specifically designed for EL students
  - Responsibility for staying up to date on the latest best practices related to supporting EL students (including both classroom practices and the latest technologies)
  - Oversees and manages the logistics around re-classification

# Expeditions Overview for Students & Families

Expeditions plays an essential role in realizing the mission of Summit Public Schools by offering engaging, relevant, and meaningful electives, enrichment opportunities, and experiences to prepare our students for success in college, career, and life. This document explains the what, why, when, how, and where of Expeditions.

## What

Expeditions is an amazingly unique experience provided by Summit Public Schools that is built into your regular school year. For 8 weeks of the academic year -- 20% of your entire school year -- you will take a break from your core courses and immerse yourselves in electives built around a variety of subject areas meant to be engaging, relevant, and life-changing for you.

Though the course catalog may change slightly from year to year based on the availability of quality instructors and demand for particular courses, we primarily offer courses and experiences in the following fields:

<b>Field</b>	<b>Sample Courses</b>
<b>ARTS</b> Visual, Musical and Performing	<ul style="list-style-type: none"> <li>● Film and Video Production</li> <li>● Introduction to Visual Arts</li> <li>● Choir</li> <li>● Introduction to Improv Comedy</li> </ul>
<b>STEM</b> Science, Technology, Engineering, Mathematics	<ul style="list-style-type: none"> <li>● Design Engineering</li> <li>● Music Studio Production</li> <li>● Computer Science</li> <li>● Entrepreneurship</li> </ul>
<b>FUTURE PLANNING</b> College and Career Readiness	<ul style="list-style-type: none"> <li>● College Readiness for 11th Graders</li> <li>● Financial Literacy</li> <li>● Internships</li> </ul>
<b>WELL BEING</b> Physical and Emotional Health	<ul style="list-style-type: none"> <li>● Yoga</li> <li>● Health and Wellbeing</li> <li>● Psychology</li> <li>● Human Sexuality and Healthy Relationships</li> <li>● Nutrition and Exercise</li> </ul>
<b>LEADERSHIP &amp; SOCIETY</b>	<ul style="list-style-type: none"> <li>● Sociology of Law</li> <li>● Restorative Justice</li> <li>● Outdoor Education</li> <li>● Service Learning</li> </ul>

## Why

In Expeditions, we are most concerned with helping you find and develop your passions and learning how to create a healthy, meaningful, productive life both inside and outside the classroom. As a provider of in-depth, real-world, life-changing experiences, Expeditions is a key part of Summit's mission to prepare every student for college, career, and life.

***How does Expeditions get me ready for COLLEGE and my future CAREER?***

## Find, Develop, and Learn How to Apply Your Passions!

From introductory workshops for middle school to internships for seniors, **a major goal of the Expeditions Program is for every student to find, explore, and deepen their interests and passions.**

Finding passions is not only something that helps make life worth living (though this is a great goal in and of itself); **passions also help you become more actively engaged in your learning everywhere because they can help you see a direction you'd like to head.** Those who are happiest generally are able to find what they are intrinsically passionate about, and then find or create careers and ways to make money based around that thing. We sincerely hope that your exposure to so many different electives, **taught almost exclusively by people who are or were professionals in these fields,** will help you see new doors that are open to you and paths you had not considered before.

According to Dr. Elmore, an educator who specializes in developing future leaders, "Finding a role that fits your interests and personality is particularly important when it comes to finding a career you are passionate about. **Persistence and resilience in the face of mixed success are most likely to occur when you have found your passion.**" *Well said, Dr. Elmore.*

Just like your core class teachers, our teachers are trained to teach you content, cognitive skills, and habits of success that will be transferrable to other areas of your life and are essential for college and career success. Often, you will take what you have learned and apply it in a real-world setting through your Expeditions experience.

Here are just a few examples:

- All that math you are learning in Algebra 2? Use it in a *Design Engineer* course where you are making your own product or in *Computer Science* creating your first video game.
- That story you wrote in English? Make it come to life through your *Film and Video Production* course or expand on it through our *Creative Writing Course*.
- Want to learn more about World War II from history class? Sign up for the *In-Depth Study of the Holocaust* course and speak with a survivor or *Psychology* to understand how the human mind works.
- Interested in learning more about politics or perhaps physics? Apply for an internship with a state senator or a cutting-edge engineering firm and work alongside adults who share your interests to see how it really gets done.

Expeditions is a time for you to put to practice the skills you are learning during your core classes in authentic ways, which will give you a leg up in college and help you in your future career.

## ***How does Expeditions get me ready for LIFE?***

Expeditions is here to help you with those relevant life things that aren't always taught in traditional classrooms.

There is a lot more to being successful and happy in life than a traditional education (though of course, this is incredibly important as well). Through Expeditions, we seek to teach students content and skills that will help them not be just better students, but better and happier people. Many of our classes are built around practical skills that you can begin using right now, such as how to make a budget, create a great college essay, be less stressed, create healthy and loving relationships, and so on. Other courses focus on self-exploration through creative writing or help you find life-long passions in things like music and arts. **Whether or not they influence your future career,**

**developing interests and skills while expanding your self-awareness can lead to eye-opening experiences and a more interesting and satisfying life!**

## ***When***

Expeditions happens in 2-week sessions on a rotating basis at your school site throughout the academic year. The hours of school are the same as your normal start and end times and the dates are provided on your school calendar.

## ***How***

Because we teach such a variety of content, the *how* of what we teach is hard to generalize. During Expeditions, you may find yourself behind a film camera, on a yoga mat, listening to a guest speaker, taking notes in a rigorous elective class, doing an Internship, completing a service project, or performing on a stage. Despite our different content, all of our Expeditions strive to meet three criteria:

You...

1. Are *actively engaged* in learning throughout your Expedition experience.
2. Believe in the *relevance* of what you are doing to your current or future lives.
3. Make *public* and share what you have learned and work you have done outside of Expeditions.

## ***Where***

With few exceptions, instruction of Expedition courses will be on your students regular school site. While there are particular experiences that will require students to be in a different location (a music recording studio, a museum, or a college campus), students and families who sign-up for these courses will be notified specifically about these trips and alternate locations in advance so they can arrange accordingly.



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## Welcome to TriNet

Dear Colleague,

Welcome to TriNet! As a successful professional, you have high standards and expectations. TriNet does, too. We therefore take great pride in being able to provide you with this informative handbook, designed to tell you not only about the highly competitive benefits and other perquisites we provide, but also about TriNet's well-developed policies and procedures.

The companies with which we associate are a high-powered group, and we are committed to making a significant contribution to their success. We are also committed to contributing to your own success. Read on to learn more about what you can expect from TriNet and about what is expected of you.

Please feel free to contact us with any questions; we are always happy to hear from you. We look forward to helping you achieve success and prosperity.

Best wishes,

A handwritten signature in blue ink, appearing to read "Burton M. Goldfield".

Burton M. Goldfield

President & CEO of TriNet

## IMPORTANT NOTICE ABOUT THIS HANDBOOK

This handbook applies both to employees who work for a TriNet customer company, as well as employees who work directly for TriNet (a.k.a., TriNet's corporate colleagues). Where there is a need to distinguish between the two types of employees, the terms "TriNet corporate colleague" and "worksite employee" will be used. Where necessary to distinguish between a customer company and TriNet, the term "your company" will be used to refer to the customer company and TriNet will be referenced by name. When the term "the company" or "we" is used, it refers to TriNet and/or the customer company, as appropriate.

The contents of this handbook are intended to provide you with an overview of the company's benefits, policies, procedures, and rules.

Of course, it is not possible for this handbook to address every situation that may arise or to provide information that answers every possible question. In addition, circumstances undoubtedly will require changes to the company's offerings, policies, procedures, and rules from time to time. For these reasons, the company reserves the right to change any of its offerings, policies, procedures, or rules at any time, with or without notice, with the exception of the at-will employment policy summarized below.

Your employment is at-will, unless there is a written agreement to the contrary between you and the company. (To affect the nature of your employment with TriNet, any such agreement must be signed by the President of TriNet.) The at-will employment policy means that, in the absence of such an agreement, either you or the company may terminate your employment at any time, with or without cause, and with or without advance notice.

TriNet is the single-employer sponsor of the TriNet Group, Inc. Section 125, Section 129, and Flexible Spending Account Plan (the "TriNet Benefits Plan"). If you are eligible to participate in TriNet benefits under the TriNet Benefits Plan, then references to TriNet benefits in this Handbook will apply to you. However, if you are not eligible to participate in certain or any TriNet benefits under the TriNet Benefits Plan – either, for example, because you do not meet TriNet's eligibility requirements or because your company has not contracted with TriNet to make certain or any TriNet benefits available to you – then references to TriNet benefits in this Handbook will not apply to you. Nothing in this Handbook is a guarantee of benefits coverage under the TriNet Benefits Plan.

Unless and until superseded by a subsequent notice and handbook, this notice and handbook apply to all employees regardless of date of hire and supersede any prior notice, handbook, or policies on the same subjects, except as otherwise indicated in this handbook.

## Chapter One: Overview of TriNet and HR Passport

### TriNet: Who We Are and What We Do

TriNet is a Professional Employer Organization, or PEO, that helps customer companies administer pay and benefits, among other things.

In short, TriNet takes a lot of the hassle out of being an employer and tends to get the best value for many of its services. For example, as the single-employer sponsor of the TriNet Benefits Plan, TriNet offers comprehensive benefits packages comparable to those offered by Fortune 500 companies. It also offers the advantages of a secure internet-accessed portal, HR Passport, and a back-end technology platform powered by Oracle- PeopleSoft.

TriNet was founded in San Leandro, California, in 1988, and has grown quickly. In 2009, TriNet acquired Gevity HR Inc., in Bradenton, Florida, resulting in a wider national presence. More importantly, TriNet owes its growth to being good at what we do—providing a complete HR solution for growing companies.

As an employee, you are welcome to submit comments or suggestions to TriNet at any time. Call, write, or email (refer to the end of this chapter for contact information) and let TriNet know how to serve you better.

Companies who partner with TriNet become TriNet customer companies. Customer companies and employees are affiliated with TriNet through a co-employer relationship. In partnering with TriNet, customer companies elect to share several important employer responsibilities with TriNet. As long as the relationship is active, TriNet has responsibility for paying wages, sponsoring and administering benefits, processing and maintaining certain employee records, and performing other related HR functions. Accordingly, if you are a worksite employee, TriNet is your employer of record for administrative purposes (and the TriNet name therefore appears on your tax records and paycheck stubs, for example), yet your company is your employer for day-to-day job responsibilities and requirements.

### TriNet's HR Passport: Your Online Home Away From Home

TriNet provides you with a secure internet-based portal, HR Passport, to address your human resources needs. You'll find HR Passport to be a tremendous resource. The more you use it, the more you'll appreciate its advantages.

If you are new to TriNet, there are a few things you should take care of right away on HR Passport.

- **I-9:** TriNet utilizes a secure online process to document your Employment Verification Eligibility. You will find the link on the homepage under Important Notices. This must be completed within three business days of your hire date.
- **W-4:** Complete your desired tax withholding allowances via *HR Passport > Myself > My Payroll > Tax Withholding*.
- **Direct Deposit:** Enroll for this benefit online via *HR Passport > Myself > My Payroll*. You may designate up to five separate accounts.
- **Benefits Enrollment:** If you are eligible for TriNet benefits, then you must enroll in or waive TriNet benefits within 30 days of your benefits eligibility date. If you are eligible for TriNet benefits but fail to submit a TriNet medical benefits election or fail to waive TriNet medical coverage within the required time frame.

#### INITIAL BENEFITS ELIGIBILITY DATE

If you fail to submit a TriNet medical benefits election or fail to waive TriNet medical coverage within the 30-day election period, you automatically will be enrolled in the lowest-cost, employee-only (no dependents may be enrolled), TriNet PPO medical plan available in your area, **and corresponding premiums for this plan will be deducted from your pay.**

**New Employee Orientation:** You have on-demand, 24/7 access to the online New Hire Orientation on TriNet's home page under Resources.

Additional things you can do through HR Passport:

- View an electronic copy of your paycheck. This can be quite useful if you need to print out copies of recent paychecks for financial transactions or simply for your own records. You'll also have copies of your paychecks and W-2 forms available online at any time or any place.
- Update personal information, including your name, address, emergency contact information, and mailing address.
- Set up and change your tax withholdings.
- Change your life insurance beneficiaries.
- Keep track of your flexible spending accounts (FSAs).
- Make your benefits elections during each TriNet Open Enrollment. You can also review your current TriNet benefits elections at any time.
- Access extensive information about TriNet benefits, including the TriNet Benefits Guidebook and Summary Plan Description (the "Guidebook") at *Myself > My Benefits > Summary Plan Description*.
- If you are a manager, complete special functions for hiring, terminations, reports, payroll entry, and employee administration.
- Access discounts on electronics, apparel, entertainment, and much more. For more information visit *HR Passport > Myself > My Benefits > TriNet Perks*.

### **A Word about Security**

As you can see, HR Passport holds a great deal of confidential data. For that reason, TriNet takes your privacy seriously, and has taken every measure to ensure that you can enjoy the convenience of HR Passport without worrying about the confidentiality of your information. Remember to keep your User ID and Password confidential.

### **The Terms and Conditions Agreement (TCA)**

When you first log into HR Passport, you will be asked to read and accept TriNet's Terms and Conditions Agreement (TCA). Please read the TCA carefully and make sure you understand it, as it contains important information regarding your use of TriNet's HR Passport and online services, your employment relationship with TriNet, and related matters. Your acknowledgement and acceptance of the TCA is a condition not only of your use of TriNet's HR Passport and online services but also of your employment with TriNet. With respect to IRS Form W-2 COBRA notices and any other notice for which consent to electronic delivery is required by law. You agree and consent to electronic delivery by email or via such other method permitted by law. If you fail to acknowledge the TCA, you will not become employed by TriNet and will not be paid by TriNet. You will receive an email confirming your acceptance of the TCA.

If you are eligible for TriNet health plans, the email will also contain your Initial COBRA Notification Letter, which TriNet is required to send to you in accordance with the federal Consolidated Omnibus Budget Reconciliation Act (COBRA). Please read the notice to familiarize yourself with your rights and obligations under COBRA.

A copy of the TCA is always available for review via *HR Passport > My Company > Policies > TriNet Terms and Conditions*.

## Updating Your Information through HR Passport

For a variety of reasons, including to ensure dependable, accurate, and timely delivery of your payroll and/or benefits information, TriNet needs to have your current name, address, email address, telephone number, emergency contacts, and family status. You are required to use HR Passport to keep such information up to date.

## If There's a Parting of the Ways

If your relationship with TriNet ends for any reason, you will receive further information on COBRA continuation coverage, if you are eligible for such coverage, upon the termination of your employment with TriNet. HR Passport remains available after your termination of employment so that you can access necessary information.

## How to Keep in Touch With TriNet

We believe in the importance of communication. For that reason, there are numerous ways to get in touch with TriNet:

### If you are a worksite employee:

- **Employee Solution Center.** Call the Employee Solution Center at 800.638.0461. For hours of operation, visit *HR Passport > HR Support > Contact Us*. Your Employee Solution Center representative either will personally address your issue or contact the appropriate TriNet professional to assist you.
- **Employee Solution Center emails.** Send an email to the Employee Solution Center via [employees@trinet.com](mailto:employees@trinet.com).
- **HR Passport cases.** Submit a case to the Employee Solution Center via *HR Passport > Self Service > Add Case*. To refer to a previously submitted case, navigate to *HR Passport > Self Service > Manage My Cases*.
- **Mail.** Use regular mail in instances where an original document is required or other methods of communication are not ideal. Unless otherwise instructed, please forward such correspondence to TriNet's corporate address:

TriNet HR Corporation

Attn: [Add appropriate department (i.e., Benefits, Payroll, etc.) or TriNet professional]  
1100 San Leandro Blvd., Suite 400, San Leandro, CA 94577.

### If you are a TriNet corporate colleague:

**Contact TriNet's Corporate Human Resources team via [myhr@trinet.com](mailto:myhr@trinet.com).** Your Corporate Human Resources representative either will personally address your issue or contact the appropriate TriNet professional to assist you.

**Facsimiles to TriNet's Corporate Human Resources fax number.** Transmit certain confidential documents to TriNet's Corporate Human Resources fax number: 510.875.7464.

**Mail.** Use regular mail in instances where an original document is required or other methods of communication are not ideal. Unless otherwise instructed, please forward such correspondence to TriNet's corporate address:

TriNet HR Corporation

Attn: [Add appropriate department (i.e., Benefits, Payroll, etc.) or TriNet professional]  
1100 San Leandro Blvd., Suite 400, San Leandro, CA 94577.

## Chapter Two: General Conduct Standards and At-Will Employment

We are committed to the highest standards of conduct at every level, and we depend upon the personal and professional integrity and dedication of all employees to help uphold these standards. Your honorable character and helpful behavior are assets and a credit to the company. To help maintain a positive work environment for you and your co-workers, we rely on you to behave according to the provisions set forth in this handbook and in other company policies and directives. Failure to comply with company guidelines may result in disciplinary action, up to and including termination of employment.

This chapter of the handbook is not intended to address every situation that might arise but is intended to highlight the company's expectations regarding your conduct in general. Nothing in this chapter alters our at-will employment policy, which is set forth below.

### At-Will Employment

You are employed on an at-will basis, except where a written agreement to the contrary is signed by you and the company. (To affect the nature of your employment with TriNet, any such agreement must be signed by the President of TriNet.) This at-will employment policy means that, in the absence of such an agreement, as an employee, you have the right to terminate your employment at any time, with or without cause, and with or without advance notice. It also means that, in the absence of such an agreement, we have the option of ending your employment with us at any time, with or without cause, and with or without advance notice. In addition, it means that, in the absence of such an agreement, the terms and conditions of employment, including, but not limited to, your compensation, benefits, duties, schedule, and location of work, may also be changed at any time in the company's sole discretion, with or without cause, and with or without advance notice, and you may be transferred, promoted, or demoted, with or without cause, and with or without advance notice.

The at-will employment policy cannot be changed except by way of a different policy set forth in a subsequent handbook signed by the President of TriNet. Thus, for example, no course of conduct, years of service, provision of this handbook, or general statement of any sort can change this policy.

### Policy Against Harassment and Discrimination

We are committed to creating a respectful, courteous work environment free of unlawful discrimination and harassment of any kind, and we are committed to taking all reasonable steps to prevent it and address it. We will not tolerate harassment relating to any characteristic protected under applicable law by any employee, contractor, vendor, customer, or visitor. In addition to any disciplinary action we may take, up to and including termination of employment, offenders may also be personally liable, in the event of litigation, for damages and attorney's fees and other costs of litigation.

Except where otherwise indicated, the term "harassment," as used in this policy, refers to behavior that is related to any characteristic protected under applicable law and that is personally offensive, intimidating, or hostile, or interferes with work performance, regardless of whether it rises to the level of violating the law. In other words, this policy is stricter than the law, in that this policy defines harassment more broadly than does the law.

### What is Sexual Harassment?

Under various state and federal laws, sexual harassment includes, but is not limited to, making unwanted sexual advances and requests for sexual favors where:

- Submission to such conduct or communication is either explicitly or implicitly made a term or condition of an individual's employment; or

- Submission to or rejection of such conduct or communication by an individual is used as a basis for employment decisions affecting such individual; or
- Such conduct or communication has the purpose or effect of unreasonably interfering with an individual's work performance or creates and/or perpetuates an intimidating, hostile, or offensive work environment.

As defined by law, sexual harassment can also take the form of other unwelcome conduct or communication that has the purpose or effect of unreasonably interfering with an individual's work performance or creates and/or perpetuates an intimidating, hostile, or offensive work environment. Such other conduct or communication sometimes takes the form of verbal abuse of a sexual nature, unwanted touching, leering, sexual gestures, a display of sexually suggestive objects or images, sexually explicit or offensive jokes, stories, cartoons, nicknames, slurs, epithets, and other communications of a sexual nature.

### What Are Other Kinds of Harassment?

In addition to sexual harassment, the company prohibits all other harassment based on age, race, color, national origin, gender (including pregnancy, childbirth or medical condition related to pregnancy or childbirth), gender identity or expression, sexual orientation, religion, physical or mental disability, medical condition, genetic information, marital status, veteran status, or any other characteristic protected by federal, state or local law.

### Forms of Harassment

Harassment may take many forms, including:

- **Verbal.** Epithets; derogatory comments, slurs, or name-calling; inappropriate jokes, emails or any other form of written communication, comments, noises, or remarks; repeated requests for dates, threats, propositions, unwelcome and unwanted correspondence, phone calls, and gifts; or other unwelcome attention.
- **Physical.** Assault; impeding or blocking movement; physical interference with normal work or movement; unwanted and unwarranted physical contact, such as touching, pinching, patting, grabbing, brushing against, or poking another employee's body.
- **Visual.** Inappropriate images (whether in photographs, posters, cartoons, drawings, paintings or other forms of imagery); displaying inappropriate images, writings or objects; staring at or directing attention to an employee's anatomy; leering; sexually oriented or suggestive gestures.
- **Cyberstalking.** Harassment using electronic communication, such as e-mail or instant messaging (IM), or messages posted to a website, blog, or discussion group.

These kinds of behavior can occur in one-on-one interactions or in group settings and can involve a co-worker, manager, vendor, customer, visitor, or agent of the company. Sexual harassment can also occur in the context of a relationship that was once consensual but has changed so that the behavior is no longer welcome by one party. It is impossible to specify every action or all words that could be interpreted as harassment. The examples listed above are not meant to be a complete list of objectionable behavior. Make a point of paying attention to others' reactions and stated requests and preferences, respecting their wishes, and treating them in a professional manner, regardless of gender, race, religion, nationality, age, sexual orientation, sexual identity or expression, or other protected characteristic.



## Reporting and Investigating Harassment

If you believe anyone is harassing you or another individual in the workplace, we encourage you, if comfortable doing so, to tell the harasser in clear language that the behaviors or advances are unwelcome or unwanted and must stop. The individual may not realize the behavior is offensive and a simple communication may effectively end the behavior. However, if you are not comfortable engaging in such communication or the behavior does not stop following such communication, you should immediately report your concern to your manager, any other company manager or official, your TriNet HR Representative or TriNet's Employee Solution Center. Report the facts of the incident, including what happened, when, where, how often, and the names of the accused and any witnesses. Managers should immediately report any suspected incidents of harassment of others to a TriNet HR Representative.

All harassment claims will be investigated in a timely, objective, and thorough manner as confidentially as possible. All employees are expected to cooperate fully in any investigation. If it is determined that prohibited harassment has occurred, the appropriate corrective action, up to and including termination of employment of the offending employee, will be taken along with any additional steps necessary to prevent further violations of this policy.

## Protection against Retaliation

Neither the company nor the law will tolerate any form of retaliation against any employee who opposes discrimination or prohibited harassment, makes a complaint, or participates in any manner in an internal investigation or an investigation, proceeding, or hearing conducted by a state or federal agency or court. If you believe that you have experienced or witnessed retaliation, you should immediately report your concern to your manager, any other manager or officer, a TriNet HR Representative or TriNet's Employee Solution Center. Any employee who engages in retaliation will be subject to disciplinary action, up to and including termination of employment, as well as possible legal consequences.

## Standards of Performance and Conduct

Like other organizations, we require order and discipline to succeed and to promote efficiency, productivity, and cooperation among employees. For this reason, we think it is helpful to identify some examples of types of conduct that are impermissible and that may therefore lead to disciplinary action, possibly including immediate discharge:

- Refusing to accept appropriate work assignments or refusing to perform tasks assigned by a supervisor in the appropriate manner.
- Refusing to follow your manager's appropriate instructions or directions, or engaging in other insubordinate conduct.
- Conducting personal business, including outside employment, on company time or with company equipment, supplies, or other resources, unless allowed to do so by law.
- Possessing or using weapons, dangerous or unauthorized materials, liquor (unless authorized), or illicit drugs in the workplace. (This is not to be read as interfering with a legal right, in those states that recognize such a right, to store lawfully possessed firearms in one's vehicle while it is in an employer-provided parking area.)
- Sleeping or being impaired by alcohol, illegal drugs, or intoxicants while on company property, while on duty, or while operating a vehicle or potentially dangerous equipment leased or owned by the company.
- Falsifying information, including time or expense reports; intentionally "punching" another employee's time card literally or figuratively; removing or destroying any time-keeping record without authorization.

- Damaging, destroying, removing without authority, or failing to return any property (physical or intellectual) belonging to the company, fellow employees, customers, or anyone on company property.
- Fighting, horseplay, practical jokes, or other disorderly conduct that could endanger or disturb any employee, contractor, customer or vendor of or visitor to the company.
- Unjustifiably interfering with the performance and/or business of other employees or visitors.
- Inappropriately threatening, intimidating, bullying, or coercing any employee, contractor, customer, or vendor of or visitor to your company, in any manner, including by use of abusive or vulgar language.
- Engaging in any unlawful harassment or discrimination against a co-worker, customer or vendor.
- Engaging in illegal activities or conduct that poses a health or safety hazard, including smoking in non-smoking areas.
- Soliciting or accepting gratuities from customers or vendors.
- Holding unauthorized gatherings on work premises or admitting unauthorized persons into the work place, unless allowed to do so by law.
- Any conduct that reflects adversely on your company or other employees, unless protected by law.
- Improperly releasing confidential information including, but not limited to, confidential information about company customers, vendors, or employees, unless required or allowed to do so by law.
- Violation of any company rule, practice or policy, including any policy in this Handbook.
- Unsatisfactory performance.

As already noted, the above is not a comprehensive list of all types of impermissible conduct and performance, and nothing in this handbook (including this policy) alters the at-will employment policy.

### **Code of Business Ethics and Conduct (Code)**

This Code applies to you only if you are a worksite employee whose company does not have its own such Code. TriNet corporate colleagues are subject to a different Code which they may access via HR Passport.

Your company has a responsibility to conduct its business in strict compliance with all applicable laws and regulations, and it is the company's policy to do so. Your company therefore expects employees to act in accordance with the highest standards of business ethics both on and off company premises, to avoid any appearance of impropriety, and to observe all applicable laws and regulations while conducting business on the company's behalf.

You are expected to abide by the spirit as well as the letter of this Code. You are also expected to cooperate with any inquiries or investigations concerning a possible or suspected violation of this Code. Any employee's failure to fulfill his or her responsibilities under this Code may result in disciplinary action, up to and including immediate termination of employment.

### **Ethical Standards**

Your company is committed to conducting business in a fair and open manner within the spirit and letter of the law, with the highest regard for customers, the community, and employees. Your company's success depends not only on the knowledge, skills and abilities of employees, but also

on sound judgment, self-discipline, common sense, and integrity. As such, all employees are required to maintain and uphold the following common ethical standards:

- To pursue company objectives in a manner that does not conflict with the integrity of the company or the public interest;
- To be truthful and accurate in all you say and do;
- To protect confidential information;
- To treat fellow employees with respect and dignity;
- To observe all laws, regulations, ordinances, and rules applicable to the operation of the business;
- To maintain honest and fair relationships with all company vendors;
- To ensure quality and value in the company's products/services and relationships with customers and vendors; and
- To avoid, during the course of your employment, any situations that may engender any conflict between the personal interests of employees and the business interests of the company, except to the extent the law permits otherwise.

### **Conflicts of Interest**

Your company insists on the undivided loyalty of all employees, including management and non-management staff, except to the extent doing so would be inconsistent with applicable law. Subject to that caveat, employees must not engage in any conduct, and must avoid situations, that would create an actual or potential conflict of interest or create the appearance of such a conflict.

Conflicts of interest arise when an employee's personal activity or personal interest is contrary to the interests of the company. These personal activities or interests may influence the employee's judgment, causing the employee to make decisions based upon the potential for personal gain, rather than in the best interests of the company.

To prevent conflicts of interest, the following behavior is deemed unacceptable and unethical, except to the extent the law provides otherwise:

- Receiving or giving of merchandise, money, services, travel, accommodations, or lavish entertainment that might appear to have been given to influence a business decision. Gifts offered or received at any time that are of more than minimal or token value shall not be accepted and shall be returned to the sender with an appropriate explanatory note or letter.
- Maintaining personal, business, or financial relationships with a customer or vendor where the employee has control or influence over the company's relationship with that customer or vendor. For example, employees should not borrow from or lend personal funds to a customer or vendor of the employee's division.
- Using information developed or learned on the job for personal or familial benefit. This includes the use of company databases, financial information, and intellectual property.
- Maintaining outside directorship, employment, or political office that might appear to or actually conflict or compete with an employee's responsibilities.
- Conducting company business with, or using position or authority to influence the company to conduct business with, family members.
- Unauthorized sharing of confidential or proprietary company-related information with business associates or representatives of other companies.

The list above serves only to illustrate sources of possible conflicts of interest and does not constitute a complete list of all the situations that may result in a conflict of interest. Ultimately, it is the responsibility of each employee to avoid any situation that could affect his/her ability to judge situations independently and objectively, and any situation that could even appear to be a conflict of interest. It is important to note that under certain circumstances, conflicts of interest can amount to violations of criminal law. Any doubts should be resolved in a discussion with your manager, TriNet HR Representative or your company's legal counsel.

### **Employment of Relatives and Significant Others**

To avoid conflicts of interest and to promote stability and goodwill in the workplace, we usually don't hire or transfer relatives into positions in which they supervise or are supervised by another close family member. We also try to avoid placing them in positions in which they work with or have access to sensitive information about family members. The same general considerations apply if two employees marry or become involved in a domestic-partner relationship. If a supervisory, security, morale, safety, or other conflict results from the relationship, we reserve the right to use our discretion in hiring and placing employees in a manner designed to avoid these concerns. One of the employees may be transferred—or, if necessary, terminated—to resolve the situation.

The term "relatives," as used in the preceding paragraph, refers to a spouse or domestic partner, parents, legal guardians, siblings, children, grandparents, grandchildren, or current in-laws. (Natural, step- or adopted relationships are included in this definition.) This Code also applies to significant others. In addition, if a conflict or appearance of a conflict arises because of a dating relationship, at our sole discretion, the conflict may be resolved by transfer of one or both employees or termination of employment. There may be other considerations or restrictions based on job requirements and situations specific to your company. Check with your manager for clarification.

### **Recognizing & Reporting a Conflict**

It is essential that all employees pay close attention to possible violations of the Code of Business Ethics and Conduct, whether they occur because of an oversight or intention. Any employee who is aware of possible violations should notify his or her manager, a company officer, a TriNet HR Representative, or, if applicable, your company's legal counsel. If you are not sure whether there is an ethical problem, it is better to ask.

Here are some signs to watch for:

- You feel uncomfortable about a business decision, or about something you've been asked to do.
- You have witnessed a situation that made you or someone else feel uncomfortable.
- You feel that the company would be embarrassed, or face legal implications, if the situation were revealed to the public.

### **Violation of the Code**

Violations of this Code will be grounds for discharge or other disciplinary action, adapted to the circumstances of the particular violation. Disciplinary action will be taken against individuals who authorize or participate directly in a violation of the Code. Disciplinary action also may be taken against any of the violator's managerial superiors, to the extent that the circumstances of the violation reflect inadequate supervision and leadership by the superior.

Compliance with the Code will be considered in the evaluation of each individual's overall performance.

## Complaints of Retaliation as a Result of Disclosure

If an employee or applicant believes that he or she has been retaliated against for disclosing information regarding misconduct under the Code, he/she should file a written complaint with any company manager, any company officer, or a TriNet HR Representative.

It is company policy to encourage employees to come forward with any safety, ethical, or legal concerns. Retaliation against those who bring forward these types of related concerns or complaints will not be tolerated.

## Additional Workplace Policies

### Endorsements and Solicitations

To avoid disruption of operations, employees may not solicit or distribute material for any cause or purpose during employee working time (which does not include rest periods, meal periods or any other times when employees are properly not engaged in performing their work tasks). No employee should imply endorsement by the company for a particular product or service without proper authorization.

### Electronic Communications

Worksite employees whose companies have their own electronic communications policies are not covered by this policy.

As we become increasingly dependent on technology to conduct business, employees typically have access to one or more forms of electronic media and service (computer, email, instant messaging, telephones, cellular phones, PDAs, voicemail, fax, online services, Intranets, and the World Wide Web). This policy extends to all features of the company's electronic communications systems, including computers, e-mail, instant messaging, connections to the Internet and Web, and other external/internal networks, voicemail, video conferencing, facsimiles, and telephones (collectively defined as electronic resources). Any other form of electronic communication used by employees currently or in the future is also intended to be included under this policy.

All information created, sent, received, or stored on the company's electronic resources is company property. Such information is not the private property of any employee and employees should have no expectation of privacy in the use or contents of the company's electronic resources. Passwords do not confer any right of privacy upon any employee of the company. Employees should understand that the company may monitor the usage of its electronic resources and may access, review and disclose information stored on its electronic resources, including messages, personal e-mail communications sent and received on the employer's computers but using private e-mail accounts and other data, at any time, with or without advance notice to the user or the user's consent. In order to ensure that the usage of such company-provided materials remains ethical and lawful, employees must abide by the following guidelines:

- All business equipment, electronic and telephone communications systems, and all communications and stored information transmitted, received, or contained in the company's electronic resources are the company's property and are to be used for job-related purposes. Employees may engage in limited personal use of such systems and equipment, provided that such use does not violate company policy and does not interfere with any employee's performance of job duties.
- Employees may not download or otherwise import programs, files or documents into the company's computer equipment except as authorized by the company.
- Use of portable drives to download company information for any purpose other than company business is prohibited without the advance written approval by the company's management.
- The company may monitor use of any systems and equipment for any reason.

- The employee in whose name an account is issued by the company is responsible for its proper use at all times.
- The company reserves the right to determine the appropriate use of its electronic resources and its decision is final.
- The company assumes no liability for loss, damage, disclosure or misuse of any non-company data or communications transmitted or stored on the company's electronic resources.
- Employees may not, without authorization, transmit, retrieve or store company information of any kind on their personal email systems.
- Unless otherwise allowed by law, company information, whether in electronic or hard-copy form, may only be accessed and used by employees as required to perform job duties, and employees may not access or use company information for any other purpose.

### **Use of Cell Phones and PDAs**

Worksite employees whose companies have their own electronic communications policies are not covered by this policy.

Although cell phones and Personal Digital Assistants (PDAs) have become a valuable tool in managing our professional and personal lives, they can raise a number of issues involving safety, security, and privacy. Employees should confine personal use of cell phones and PDAs to non-work hours, such as lunch breaks or other rest period breaks. Employees should be courteous of their coworkers and keep ring tones on vibrate or low while at work.

The company requires the safe use of cell phones and PDAs by employees who use them to conduct company business. Employees are required to obey all applicable state and local laws regarding cell phone use while driving. In any case where the state or local law is more restrictive than this policy, the law will govern the employee's behavior.

Employees who use handheld cell phones while on company business must refrain from making or receiving business calls while driving. If an employee needs to make or receive a business phone call while driving, the employee should make sure the vehicle is stopped and parked in a proper parking area for the call. Stopping on the side of the road to make a call is not acceptable, except in the case of a traffic accident or car breakdown.

Employees who use hands-free telephones are strongly discouraged from making calls while driving. Employees may make business calls only when absolutely necessary, and only if the conversation will last no more than a few minutes. Employees must stop the vehicle and park in a proper parking area if the conversation becomes involved, traffic is heavy, or road conditions are poor. Under no circumstances may employees manually dial a number while their vehicle is in motion.

Employees may not use a cellular telephone or PDA to send, receive or review text messages, email or information over the Internet while driving.

Finally, non-exempt employees must not use cell phones or PDAs for work outside of regularly scheduled hours unless they have been pre-approved to do so by their manager.

## Confidential Information

As an employee, you may learn information that is not known by the general public. You may have access to confidential or proprietary information regarding the company, its vendors, its customers, or perhaps even fellow employees. Confidential or proprietary information includes, but is not limited to business plans, strategies, budgets, projections, forecasts, financial and operating information, business contracts, databases, employee information, customer and vendor information, compensation data, advertising and marketing plans, proposals, training materials and methods, and other information not available to the public.

Regardless of whether this type of information is specifically identified as confidential, it is each employee's responsibility to keep this information in confidence. You must not use, reveal, or divulge any such information unless it is necessary for you to do so in the performance of your duties (or except as otherwise allowed, if at all, by applicable law). Generally, access to confidential information should be granted/provided/given on a "need-to-know" basis and must be authorized by your manager.

Some employees who have access to confidential, sensitive, or proprietary information about the company or its customers, processes, and employees may also need to sign a Proprietary Information and Inventions Agreement (PIIA) as a condition of employment. If you improperly use or disclose any of the company's confidential or proprietary information, you will be subject to disciplinary action, up to and including termination of employment, regardless of whether or not you receive any benefit from the use or disclosure.

## Employment and Income Verification Requests, References, and Other Requests by Third Parties for Company Information

All inquiries for income or employment verification received by the company or TriNet from an outside party regarding a present or former worksite employee must be directed to The Work Number<sup>®</sup>, a service provided by TALX Corporation. Please access The Work Number<sup>®</sup> at [www.theworknumber.com](http://www.theworknumber.com) or 1.800.367.5690 and furnish the verifier with TriNet's Employer Code: 13096. Instructions for both worksite employee- and corporate colleague-related requests are available on HR Passport by navigating to *Myself > My Payroll > Verifications*.

TriNet will process Garnishment and Benefits inquiries. Verifiers requesting this information should be directed to TriNet's Bradenton mailing address: 9000 Town Center Pkwy Bradenton, Florida 34202 for processing. TriNet will continue to process and manage those requests in the applicable departments.

No other manager or employee is authorized to release references for current or former employees. The company will disclose only the dates of employment and title of the last position held in response to reference or employment verification requests. If an employee authorizes disclosure in writing, the company will also provide the amount of salary or wage last earned.

Also, you may be approached for interviews or comments by the news media, analysts and/or customers/vendors on events and issues that may impact the company image. Only specifically designated employees may provide responses on behalf of the company in these instances. If you are unsure who should respond, contact your manager immediately.

## **Company-Furnished Equipment or Materials**

You are responsible for taking good care of the equipment or materials furnished to you by the company, which remain company property and should only be used for legitimate company business. All items such as manuals, reports, records and statements are the property of the company and are to be kept at the company's place of business, unless removal has been properly authorized. Unauthorized removal of any company property (or that of another employee) is considered a grave offense, and may result in serious consequences, regardless of seniority or past performance.

Employees must return any company property in their possession upon termination of employment or immediately upon any request by the company.

## **Personal Property**

We try to ensure your workplace is secure, but we cannot be responsible for your personal belongings. You're responsible for preventing theft, loss, or damage to your personal items, and we ask that you store and use them safely and securely.

The company reserves the right to search company property such as desks, cabinets, or other storage areas and inspect items found inside such areas. Employees should have no expectation of privacy in their contents. The company reserves the right to remove, retain, and disclose the contents found during an inspection. Only locks and keys issued by the company may be used for securing company provided desks and other storage devices. The company also reserves the right to inspect any and all packages and parcels entering and/or leaving our premises.

## **Travel Authorization**

Any travel on company business must first be authorized by your manager, who can answer questions regarding the company's travel policies. When using your personal, company, or a rented vehicle on company business, you must have in your possession a valid driver's license and you must have obtained liability insurance covering both bodily injury and property damage. The company's specific mileage allowance and reimbursement schedule will determine reimbursement for travel expenses. In addition, TriNet corporate colleagues are subject to the Business and Travel Expense Policy that can be found on HR Passport.



## Chapter Three: General Employment Policies and Information

### Equal Employment Opportunity and Diversity

We are committed to equal-employment principles, and we recognize the value of committed employees who feel they are being treated in an equitable and professional manner. We strive to find ways to attract, develop, and retain the talent needed to meet business objectives, and to recruit and employ highly qualified individuals representing the diverse communities in which we live. Employment policies and decisions on employment and promotion are based on merit, qualifications, performance, and business needs. The decisions and criteria governing the employment relationship with all employees are made in a non-discriminatory manner—without regard to age, race, color, national origin, gender (including pregnancy, childbirth or medical condition related to pregnancy or childbirth), gender identity or expression, religion, physical or mental disability, medical condition, legally protected genetic information, marital status, veteran status, sexual orientation, or any other factor (including medical marijuana cardholder status for Arizona applicants and employees) determined to be an unlawful basis for such decisions by federal, state, or local statutes.

No legally protected characteristic will be a factor in decisions regarding any of the following:

- Recruiting
- Hiring
- Termination of employment
- Discipline
- Promotion/demotion
- Training
- Compensation
- Scheduling
- Assignments, or
- Any other terms or conditions or privileges of employment.

Moreover, in accordance with federal and applicable state law, the company will make reasonable accommodations whenever necessary for individuals with known disabilities, provided that such individuals are qualified to perform the essential functions and assignments of the job, with or without accommodation, and provided that any accommodations would not impose an undue hardship on the company. The company wishes to have timely, good faith discussions with a disabled applicant or employee to determine what accommodations may be appropriate. Any applicant or employee who requires an accommodation during the application process or in order to perform the essential functions of the job should contact a company manager, a company officer or a TriNet HR Representative to request such an accommodation.

If you have any reason to believe that you (or someone else) haven't been treated in accordance with this policy, you should immediately inform your manager, any other company manager or officer, TriNet's HR Representative or TriNet's Employee Solution Center. All managers should immediately report any such matters to a TriNet HR Representative.

## Open Door Policy

We have an open-door policy that seeks to encourage employees to participate in decisions affecting them and their daily professional responsibilities. We encourage you to make your concerns, questions, suggestions, and comments known to us. Whether you have a question about any of our policies or programs, or a concern about a decision affecting your job, you can make yourself heard so that your question or concern may be addressed—and appropriate steps can be taken toward a resolution.

## Employment Categories

To address payroll, benefits, and other issues, employees are classified in various ways. None of the classifications alter the at-will employment policy, as nothing in this handbook (including this policy) alters the at-will employment policy.

### General Categories

You will be assigned to one of the following four categories at any given time. These employment categories, which relate to the regular extent of your commitment, are as follows:

- **Regular full-time employees** are regularly scheduled to work 30 hours or more per week; are eligible for perquisites like paid time off/vacation (as applicable); and are eligible to elect coverage under the TriNet Benefits Plan (this applies to worksite employees only if their customer company has contracted with TriNet to participate in the TriNet Benefits Plan). Refer to the Guidebook via [www.hrpassport.com](http://www.hrpassport.com) for further details, and visit *HR Passport > My Company > Policies > Additional Policies* for additional information on company-specific policies.
- **Regular part-time employees** are regularly scheduled to work at least 20, but less than 30, hours per week; may be eligible for some perquisites, like paid time off/vacation (as applicable), on a pro-rated basis; are not eligible to apply for coverage under the TriNet Benefit Plans, unless legally required but may be eligible to apply for certain voluntary benefits, as detailed in Chapter 6 of this handbook.
- **On-call or intermittent employees** do not typically work specified schedules or regularly work less than 20 hours per week; are not eligible for paid time off/vacation; are not eligible to apply for coverage under the TriNet Benefit Plans; but may be eligible to apply for certain voluntary benefits, as detailed in Chapter 6 of this handbook.
- **Temporary employees** are hired only for a specific period of time, project, or assignment, either on a full-time or part-time schedule; are not eligible for paid time off/vacation; are not eligible to apply for coverage under the TriNet Benefits Plan; may be eligible to apply for certain voluntary benefits; are entitled (as are all employees in the above categories) to applicable mandatory benefits such as overtime workers compensation, unemployment insurance, state disability insurance, Social Security benefits, and other such benefits outlined in Chapter 7 of this handbook. Temporary employees asked to work beyond the specified period, project, or assignment retains their temporary status unless a category change is authorized, in writing, by the appropriate manager.

No one who is not recognized by TriNet as either a worksite employee or TriNet corporate colleague is entitled to any TriNet benefits or employment perquisites.

If you have questions about your status, please consult your manager.

## Exempt and Non-Exempt Status

In addition to being classified in accordance with the above, you will also be classified as exempt or non-exempt. Exempt/non-exempt status corresponds to your eligibility for overtime pay and certain other legal rights. This status is determined based on applicable law and such factors as the nature of your work, your duties and responsibilities, and your level and form of compensation.

**Non-exempt employees** are typically paid by the hour for each hour they work in a pay period and always receive overtime pay in accordance with the applicable overtime rules. For overtime rules applicable to you, please contact your manager.

**Exempt employees** are classified as such if they are not entitled to overtime under the federal (or, if applicable state) wage and hour laws. Employees in positions classified as Exempt are generally paid a salary intended to compensate fully for all hours worked each week; are not compensated based on the number of hours worked and do not receive overtime pay.

## Performance Reviews

Performance Reviews are an opportunity to ensure everyone's expectations are in agreement, to reinforce lines of communication, and to set goals for further achievement. It's a good time to highlight your strengths, determine areas you may need to improve, and receive input on achieving career objectives.

The evaluation of an employee's performance is an ongoing process. Your manager will let you know if and when you will receive a written performance review. The factors to be considered as part of the review generally include such areas as the quality and volume of work, ability to work with others, technical knowledge of your job, reliability, and other job-related aspects of your position. As part of the process, you may be asked to submit your own comments on your performance before preparing your review.

## Access to Personnel Records

Both TriNet and its customer companies maintain certain, but not necessarily the same, records for employees. Most employee information may be accessed only by appropriately authorized employer personnel. In addition, access to these records may be granted to government agencies in accordance with the law, and to other third parties by way of legal subpoena or court order.

Requests by current and former worksite employees to access TriNet's records should be made to TriNet's Employee Solution Center. Requests by current and former TriNet corporate colleagues to access their employee records should be made to corporate HR via MYHR@trinet.com. As a worksite employee or corporate colleague, you are entitled to receive a copy of any document related to your employment that you have signed.

Requests by current and former worksite employees to access a TriNet customer company's records should be made to the customer company.

## **Dress Code**

This Code applies only to worksite employees. A different, more extensive Code applies to TriNet corporate colleagues which they can access via HR Passport.

While at work or engaged in work-related activities, you must maintain a clean, neat appearance when reasonably possible, and your attire should be consistent with the type of work you are performing and with safety considerations.

If you have further questions about your expected attire or grooming and hygiene standards, please discuss these questions with your manager.

## **Ending Your Employment**

If you choose to leave your employment, we ask that you do so in writing and indicate your reason for leaving, the effective date of your resignation, and a forwarding address. The company would appreciate as much advance notice as possible, so that plans can be made for your replacement or reassignment of your duties. If you quit without notice, we will send your final paycheck to the most recent address we have in our records, unless you have directed us otherwise.

To ensure TriNet has your current address, simply log into [www.hrpassport.com](http://www.hrpassport.com) > *Myself* > *About Me* > *Personal Data*. This will take you to an area where you can access and update your information.

HR Passport will still be available to access information you may need after termination of employment. Your log in and password information will remain the same unless you change it.

## Chapter Four: Pay, Hours, and Leaves

### Your Compensation

Competitive pay is a key ingredient in attracting, retaining, and rewarding excellence. It's our goal to provide you with fair and equitable compensation for the job you perform. Some of the factors affecting your pay include your job responsibilities, the needs and resources of the company, market standards, and your overall performance and conduct. We encourage you to consult your manager to address questions on specific pay policies.

### Direct Deposit

You can elect to have TriNet automatically deposit your paycheck to an account in almost any bank. If you like, you can even designate up to five different accounts to which specified portions of your paycheck will be directly deposited.

Under the direct deposit program, TriNet transfers funds electronically, effective the same day as your regular payday. The service becomes effective following a test period with your bank, which is usually one or two pay periods after TriNet receives the information necessary to process your direct deposit election. This is not applicable to TriNet.

You can set up and maintain your direct deposit accounts via *HR Passport > Myself > My Payroll*. In addition, you can establish or change your tax withholdings for both federal and state income taxes.

If you choose to use TriNet's direct deposit services, please be aware that although direct deposits are credited to your account on your established payday, the deposit may not be available until your bank posts the transactions for that day (usually not until the evening of the effective date). If this poses a problem for you, contact your banking institution, as this matter is not under TriNet's control.

### Payday and Paychecks

Technology allows you to receive pay and payday information without delay. If you don't elect to receive direct deposit of your paycheck, or your company uses printed pay statements, you will usually receive your paycheck or pay statement by mail within a week of the end of the corresponding pay period. Visit *HR Passport > Myself > My Payroll > Payroll Schedule* for specific information on pay cycle schedules.

If you suspect an error in your paycheck, or if you happen to lose it, contact your manager or TriNet's Employee Solution Center immediately. For lost checks, we will initiate a stop payment on the check and obtain a replacement as quickly as possible after bank authorization.

As a rule, we don't provide any payroll advances or extend credit to employees.

### Payroll Deductions

TriNet categorizes payroll deductions as either voluntary or involuntary. Voluntary deductions are deductions taken if you enroll or are enrolled by default in any of the following programs or services, assuming you are eligible:

- TriNet health insurance (medical, dental, vision)
- TriNet health care or dependent day care flexible spending account (FSA)
- TriNet health savings account (HSA)
- TriNet basic/supplemental life insurance
- TriNet short-term/long-term disability insurance
- TriNet accidental death and dismemberment insurance
- TriNet's retirement plan or a single-employer retirement plan sponsored by your company

- Commuter benefits
- MetLife benefits
- Other TriNet benefits or services

Your first paycheck after TriNet receives and processes your TriNet benefits enrollment may reflect retroactive deductions for plans in which you enrolled that became effective on your benefits eligibility date.

If you are a worksite employee and participate in a medical plan and, as applicable, a health savings account (HSA) sponsored by your company and not by TriNet, you will not be eligible to participate in a medical plan or HSA sponsored by TriNet. In such case, you understand that your company may request that TriNet take deductions from your pay for the medical premiums and, if applicable, HSA contributions associated with the medical plan/HSA sponsored by your company in which you participate. These deductions will appear on your pay stub as a general deduction amount and will be reported accordingly on your Form W-2.

Involuntary deductions are those mandated by a government agency, or by any court orders, liens, or wage assignments that the law may require us to recognize. Examples of mandatory deductions that we take until the required amount is reached include:

- Federal Income Tax Withholding
- Social Security (FICA)
- State Disability Insurance (SDI) (as applicable)
- Medicare
- Local taxes (as applicable)
- Child support (as applicable)
- Garnishments (as applicable)

Your pay statement provides you with current pay period and year-to-date information on any payroll deductions from your paycheck. For additional information to help you understand your paycheck, including abbreviations used to describe the deductions and other items appearing on your pay statement, visit *HR Passport > Myself > My Payroll > Earnings Statement*.

### **Hours and Time-Keeping**

Your regularly scheduled hours (as applicable) will be determined by your manager.

If you are a non-exempt employee, you must not work outside of your regularly scheduled hours unless you have been pre-approved to do so by your manager. Failure to obtain such pre-approval may result in disciplinary action, up to and including termination of employment.

It is the responsibility of each non-exempt employee to accurately record, on a daily basis, his or her work time. Therefore, if you are a non-exempt employee and work outside of your regularly scheduled hours, regardless of whether or not you obtain your manager's pre-approval for such work, **you must record all of your work time**. For example, if you use a PDA (such as a Blackberry), a cell phone, email or the internet for business purposes while at home either before or after your regularly scheduled hours, you must include the time you spend engaged in such work when you record your work time.

Unless otherwise instructed in writing, non-exempt employees are generally required to record the times when they actually start and stop work during each work day. For example, they must record:

- The time when they actually start work for the first time during a work day;

- The time when they actually stop work for a meal period, if applicable;
- The time when their meal period ends (i.e., when they actually resume working), if applicable; and
- The time when they actually stop working at the end of their work day.

Any other stops and starts must also be recorded, with the exception of those related to paid rest periods. The start and stop times associated with paid rest periods need not be recorded unless otherwise instructed in writing.

If you are a non-exempt employee your manager will inform you of the time-keeping system you are to use to record your time. You cannot record time for anyone but yourself.

If there is an error in the recording of your time, you must contact your manager immediately so that it can be corrected. Managers (or their designees) are responsible for addressing any errors in time records and may not edit any time records without the express written consent of the employee whose records are to be edited.

Any falsification of time records or misuse of a time-keeping system is strictly prohibited.

Violations of this policy may result in corrective action, up to and including termination of employment.

### **Meal and Rest Breaks**

Whether breaks for meals or rest need to be provided and, if so, for how long, are matters that are legally controlled, if at all, by state standards.

TriNet's policy for non-exempt TriNet corporate colleagues is that all such employees, whether employed in California or elsewhere, be provided with meal and rest periods in accordance with the following standards, except where applicable law would require additional or different standards to be met:

Non-exempt TriNet corporate colleagues are provided with a paid, duty-free 10-minute rest period for every four hours of work or major fraction thereof; provided, however, that if they work less than 3.5 hours in a workday, they need not be provided with a rest period for that workday. The term "major fraction thereof" means, as applied to a four-hour work period, any amount of time in excess of two hours. Therefore, to determine the number of rest periods to be provided on a given workday, take the total number of hours of work for the workday and divide that number by four. If the fractional part of the result is one-half or less than one-half, then round the result down to arrive at the requisite number of rest periods to be provided, and if the fractional part of the result is more than one-half, then round the result up to arrive at the requisite number of rest periods to be provided. If the result involves no fractional part, then no rounding is necessary. Applying this formula, non-exempt corporate colleagues are entitled to the following rest time:

- One ten-minute rest period for workdays less than 3.5 to 6 hours in length;
- Two ten-minute rest periods for workdays more than 6 hours in length up to 10 hours in length;
- Three ten-minute rest periods for workdays more than 10 hours in length and up to 14 hours;
- Additional rest time is required per the formula for workdays exceeding 14 hours.

In all instances, each rest period is to be taken as close as possible to the middle of the work period to which it corresponds. Although duty-free, rest periods count as time worked for all purposes.

- If they work more than five hours in a given workday, non-exempt TriNet corporate colleagues are provided with an unpaid, duty-free meal period of at least 30 minutes in length starting before the end of the fifth hour of work; provided, however, that if they work no more than six

hours during the work day, the meal period may be waived by mutual consent. If they work more than ten hours in the workday, they are provided with an unpaid, duty-free meal period of at least 30 minutes in length starting before the end of the tenth hour of work; provided, however, that the second meal period may be waived by mutual consent if the first one was not waived. If they work more than fifteen hours in the workday, they are provided with an unpaid, duty-free meal period of at least 30 minutes in length starting before the end of the fifteenth hour of work. (An on-the-job meal period, which is paid, is allowed only when the nature of the work prevents such an employee from being relieved of all duty and when, by written agreement between TriNet and the employee, an on-the-job paid meal period is agreed to.) Waivers of meal periods (and agreements for on-the-job meal periods) must be in writing and on approved forms.

- Non-exempt TriNet corporate colleagues who want to skip, shorten, or waive a meal period must notify their supervisor in advance of doing so, and, if approved, such decisions must be documented in writing on approved forms.
- Neither rest periods nor meal periods may be waived, shortened, or otherwise modified except as provided above.
- Though supervisors and managers are charged with responsibility with carrying out this policy, employees are also responsible for those matters that they can control. For example, if a co-worker asks you a work-related question during a rest or meal period, you should tell your co-worker that you are on a rest or meal break and cannot discuss the matter until later. Moreover, if you know that a co-worker is on a rest or meal break, you should not bother them with work-related issues during that break.
- Questions or complaints about meal or rest period issues should be directed to your supervisor and Corporate HR.
- Employees may be required to remain on the premises during rest periods; they are not required to remain on the premises during meal periods.

If you are a non-exempt worksite employee, please contact your company for information about its meal and rest period policies and/or practices.

### **Overtime and Overtime Pay**

Non-exempt employees are eligible to receive overtime pay for overtime work. What constitutes overtime work depends on where you work, as there is a federal standard but also some state standards that go beyond the federal standard. Please ask your manager for information about what constitutes overtime for you.

If you are a non-exempt employee, you must not work overtime unless you have been pre-approved to do so by your manager. Failure to obtain such pre-approval may result in disciplinary action, up to and including termination of employment. However, overtime worked and recorded as such will always be paid at the appropriate overtime rate.



Please note that if you are a non-exempt employee, you may not check email, voice messages, or other company communication systems (whether via a computer, handheld device, or other method) after hours if such activity would result in overtime and you have not received advance approval from your manager to perform such overtime work.

Overtime should be recorded at the end of the day on which you actually worked the overtime.

Overtime is not paid at your regular rate of pay. The applicable overtime rate may depend on whether federal or state standards apply. Please ask your manager for information regarding your overtime rate.

### **Compensatory Time Off**

We do not provide compensatory time off (comp time) instead of overtime pay.

### **Attendance & Tardiness, Paid and Unpaid Time off (Excluding Leaves of Absence)**

#### **Attendance**

Your personal schedule should be arranged, if reasonably possible, to accommodate established working hours. If you expect to be absent or tardy, you must notify your manager as far ahead of time as possible and no later than the start of the work day or shift for which you will be absent or tardy, unless impossible. If you fail to report for work for three consecutive scheduled work days without notifying your manager, you will be considered to have abandoned your job and voluntarily resigned your employment without notice. In addition to the foregoing, you also need to comply with any separate attendance policies that apply to you.

#### **Time Off with Pay**

Visit *My Company > Policies > Additional Policies* for your company's current policy regarding time off with pay.

#### **Voting Time**

We encourage all employees to take part in the electoral process. In most cases, you can vote before or after working hours. If scheduling difficulties makes this impractical, you may be able to take time off with prior approval from your manager. Applicable legal requirements will be followed.

#### **Time Off for Jury and Witness Duty**

If you're legally obliged to serve jury or witness duty as requested by a court, inform your manager of your obligation as soon as you're notified. Depending on your company policy, time off for jury or witness duty may be with or without pay. For details on pay, please see *My Company > Policies > Additional Policies*. Based on business necessity, your manager may choose to ask the court to have you excused. If you're away from work because of jury or witness duty, you'll need to present evidence of such duty to your company when you return—be sure to obtain documentation from the court. Applicable legal requirements will be followed.

#### **State Mandated Time Off**

Many states provide for additional paid and unpaid time off. Please consult your company's Addendum or contact your TriNet HR Representative.

## Leaves of Absence

### Generally

Employees who need to be absent from work for seven or more calendar days, for reasons other than PTO or vacation, may request a Leave of Absence. Generally leaves of absence are granted without pay, but an employee may use vacation, sick leave or PTO, as appropriate, to substitute for otherwise unpaid leave. Leaves may be granted for a variety of reasons, including (without limitation): your medical disability, a serious health condition of you or a qualifying family member, pregnancy, bonding with a newborn child, military leave, or personal leaves your company deems compelling.

To request a leave of absence, you need to complete the two-page Extended Leave of Absence Request form, available for download on HR Passport > Myself > Forms > Employee. You complete the first two pages, and your manager completes the third page. Your manager will then submit the form on your behalf. For TriNet corporate colleagues, log on to HR Passport > Myself > My Time > Leave requests and submit electronically.

Your TriNet health insurance benefits and arrangements for your portion, if any, of premium payments may be affected by your leave of absence. Please contact your worksite about making payments for any insurance premiums for which you would normally be responsible, if any. TriNet corporate colleagues should contact Corporate HR via MYHR@trinet.com about making payments for their portion of their insurance premiums. This is especially important where your leave is unpaid. Additional instructions and information may be provided separately depending on the nature of your leave.

### **If your TriNet health benefits are terminated and you elect COBRA**

Should your regular TriNet health insurance benefits be terminated as a result of your leave, you will be eligible to continue these benefits pursuant to COBRA. A separate COBRA enrollment package will be sent to your home address following any such loss of coverage. Your health insurance benefits will be continued pursuant to COBRA should you properly elect, and continue to remain eligible for, COBRA continuation coverage. Nothing in this letter is a guarantee of COBRA coverage, as you remain solely responsible for meeting certain eligibility requirements under COBRA in order to maintain COBRA coverage through TriNet.

With COBRA continuation coverage, unless you return to work on the first day of the month, your COBRA medical, dental and/or vision benefits will continue to the end of the month during which you return to work and your regular TriNet health insurance benefits will resume on the 1st of the month following the date you return to work. You will be responsible for paying for that month's COBRA continuation coverage on or before the last day of the grace period provided pursuant to COBRA.

If you did not elect COBRA for the month in which you returned to work, your benefits automatically will be reinstated effective your return to work date.

### **If your TriNet health benefits are terminated and you do not elect COBRA**

If your regular TriNet health insurance benefits are terminated as a result of your leave of absence and you do not elect to continue them pursuant to COBRA, your benefits automatically will be reinstated on your return to work date.

## Life Status Changes

During your period of leave, you may experience a qualifying life status change event that allows you to make changes to your TriNet benefits coverage. For example, you might have a baby and decide to add your newborn as a covered dependent. Depending on the nature of your benefits coverage at the time of your life status change, you would either make the change online via HR Passport or by contacting the TriNet Employee Solution Center, or MYHR@trinet.com for TriNet corporate colleagues. If, at the time of the life status change, you are still receiving regular, active TriNet benefits, the change can be made online via HR Passport under *Myself > My Benefits > Life Status Change*. If, at the time of the life status change, you are receiving benefits because you have elected coverage through COBRA, the change can be made by contacting TriNet's Employee Solution Center or MYHR@trinet.com for TriNet corporate colleagues. In either event, you have 30 days (60 days for a birth, adoption or SCHIP event) from the date of a life status change to request any corresponding changes.

## **Health Care FSA**

If you go on any unpaid leave of absence, you have three choices regarding your TriNet health care FSA:

1. You can elect to stop contributing to your health care FSA. Expenses you incur after the start of your unpaid leave are not eligible for reimbursement. Upon your return to work, your health care FSA payroll contributions will resume if you return in the same plan year. Your remaining plan year payroll contributions will be adjusted to make up for the contributions you missed during your unpaid leave.
2. While on leave you can continue after-tax contributions through COBRA by sending personal checks or money orders to TriNet. You may continue to incur eligible expenses during your unpaid leave. Your remaining Plan Year payroll contributions will be adjusted to account for your post-tax contributions.
3. You can contribute through a lump sum pre-tax salary reduction payment before the unpaid leave commences, and continue to incur eligible expenses during your leave. This option is only available with an advance 30-day notice prior to the commencement of your leave date. Upon your return to work, your health care FSA payroll contributions will resume if you return in the same plan year. Your remaining plan year payroll contributions will be adjusted to account for your lump sum contribution.

## **Dependent Day Care FSA**

If you have elected TriNet's dependent day care FSA, you may not continue to claim reimbursements for the period during which you are on an unpaid leave. Upon your return from leave, you automatically will be re-enrolled in dependent day care FSA and resume making contributions in order to be eligible to receive reimbursements for future claims.

## **Retirement Plan**

If you receive pay while on your leave of absence, your retirement (e.g., 401(k)) plan payroll contributions will continue unless you notify the HR contact at your worksite (or, for TriNet corporate colleagues, Transamerica Retirement Services) to stop or change your payroll contribution. If you are on an unpaid leave of absence, your retirement plan payroll contributions will cease. Upon your return to work, your contributions will resume at the same rate unless you notify the HR contact at your worksite (or, for TriNet corporate colleagues, Transamerica Retirement Services) of any changes.

Absent extenuating circumstances, failure to return to work within three consecutive days after the expiration of an approved leave will be considered a voluntary resignation.

## Military Duty

If you join a branch of the Armed Forces of the United States or you are a member of a reserve component of the U.S. Armed Forces or the National Guard, you may be entitled to take a leave. The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) provides enhanced leave rights and job protections for employees absent for military duty. USERRA prohibits discrimination in employment and retaliation against any person who was, is, or applies to be a member of a uniformed service, or who performs or has an obligation to perform service in a uniformed service. A number of state laws also provide leave rights for employees requiring time off for military duty. For further details concerning USERRA, or a similar state law, please consult your TriNet HR Representative.

## Pregnancy Related Leave

Certain states provide specific leave rights for pregnancy, childbirth, and related medical conditions. Please refer to the company's Addendum, or contact the TriNet Employee Solution Center for more information. TriNet corporate employees may contact MYHR@trinet.com for assistance.

## Family and Medical Leave Act (FMLA)

Companies employing 50 or more employees within a 75-mile radius may be covered by the FMLA. If the absence you have from work is for a serious health condition—either yours or a qualifying family member—you may be eligible for leave under the FMLA. The FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons. The FMLA also provides for up to 26 weeks of Servicemember Caregiver Leave as further described at the end of this section.

- Employees eligible for leave under FMLA are those who:
- Have completed at least 12 months of service with the company, and
- Have a minimum of 1,250 hours of service during the 12 month-period immediately preceding the commencement of the leave, and
- Are employed at a worksite that employs 50 or more employees within 75 miles of the worksite.
- FMLA leave is available on a rolling 12-month time period, measured backward from the date you begin FMLA leave unless your company designates another specific 12-month period.

**Qualifying Reasons.** If you're eligible, you can take unpaid FMLA leave:

- To care for your child after birth
- To care for a child placed with you for adoption or foster care
- To care for your spouse, child, or parent who has a serious health condition
- When a serious health condition leaves you unable to perform one or more of the essential functions of your position
- Because of a qualifying exigency as determined by the U.S. Secretary of Labor, arising out of the fact that your spouse, son, daughter or parent is on covered activity duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces
- In order to care for a covered servicemember with a serious injury or illness if you are the spouse, son, daughter, parent or next of kin of the servicemember (Servicemember Caregiver Leave).

**Wage Replacement and Additional Benefits.** When taking unpaid leave through FMLA, you should determine if you may be eligible to use or receive the following wage replacement benefits:

- **PTO** is paid time off that may be available, and which your company may require you to use before taking unpaid leave under certain circumstances.
- **Vacation and/or sick time** is paid time off that may be available if your company offers it instead of a combined PTO benefit, and which your company may require you to use before taking unpaid leave under certain circumstances.
- **STD** is short-term disability insurance that may cover you for certain kinds of illnesses or accidents, if your company pays for TriNet STD or you have elected TriNet's voluntary, employee-paid STD benefit. In addition, some states provide short-term disability benefits (SDI). SDI is state disability insurance that may require you to first use earned, or accrued, time off before SDI is available. To determine if the state in which you work offers SDI, consult your manager or TriNet HR Representative.
- **LTD** is long-term disability insurance that may cover you for certain kinds of illnesses or accidents—after you have exhausted the benefits of your STD/SDI coverage—if your company pays for TriNet LTD or you have elected TriNet's voluntary, employee-paid LTD benefit.
- **Workers' compensation insurance** may provide benefits for work-related injuries or illnesses.
- **State-paid family leave Insurance** may provide benefits when you are caring for a qualified family member with a serious health condition or bonding with a newborn child or newly placed foster child or adopted child. To determine if the state in which you work offers paid family leave benefits, consult your manager or TriNet HR Representative.

**Tracking and Integration.** A leave is deemed to begin on the first day you are unable to work, even if you use PTO, vacation, or sick time during the waiting period for STD, SDI, or LTD. Also, if you use PTO/vacation/sick leave and you receive other wage replacement benefits, we will integrate your PTO/vacation/sick leave with your other wage replacement benefits so you will receive up to, but not more than 100% of your pay.

**Intermittent and Reduced-Schedule Leave.** FMLA leave may be taken either intermittently or on a reduced-schedule leave if the leave is taken for a qualifying exigency or if you have a serious health condition, are caring for a family member with a serious health condition, or are taking Servicemember Caregiver Leave.

- **Intermittent** leave is leave taken in separate blocks of time due to a single qualifying reason, illness or injury.
- **Reduced-schedule** leave is a schedule that reduces the usual number of working hours in your workday or workweek. The amount of leave time taken on this basis will reduce the total amount to which you are entitled based on the amount of time off you actually use.

When FMLA is unpaid, because there is no paid leave available or you have chosen not to substitute paid leave, the company will reduce your salary based on the amount of time actually worked. In addition, while you are on an intermittent or reduced-schedule leave, the company may temporarily transfer you to an available alternative position that better accommodates your recurring leave and which has equivalent pay and benefits.

**Applying for FMLA Leave.** If your need for Family/Medical Leave is foreseeable based on an expected birth, placement for adoption or foster care, planned medical treatment for a serious health condition of yours or of a family member, or the planned medical treatment for a serious injury or illness of a covered servicemember, you must give the company at least 30 days prior notice if possible. We request that you provide notice by completing the Extended Leave of Absence Request form, available on *HR Passport > Myself > Forms > Employee*. Complete all required fields and submit the form to your manager or your Company's HR representative. If the need is not foreseeable, you must give notice as soon as practicable (generally within the same or next business day of learning of your need to take leave).

- For foreseeable leave due to a qualifying exigency, notice must be provided as soon as practicable, regardless of how far in advance such leave is foreseeable.
- If you are planning a medical treatment, you must consult with your company first regarding the dates of such treatment.
- If you are requesting leave because of your own serious health condition, or that of a child, spouse or parent, or for Servicemember Caregiver Leave, you must submit a written medical certification signed by your health care provider. An appropriate certification form will be provided by TriNet as warranted. Invitational travel orders (ITOs) or invitational travel authorizations (ITAs) will be accepted as sufficient certification for a Servicemember Caregiver leave. Employees who take leave for a qualifying exigency must also provide a written certification to support the need for leave. You must provide any required certification within 15 calendar days after requested to do so, unless not practicable under the particular circumstances, despite your diligent, good faith efforts. Failure to provide medical certification in a timely manner may be grounds for a delay or denial of leave.
- You may be requested to provide recertification of a serious health condition at reasonable intervals, but no more than every 30 days and generally not before the minimum duration of the serious health condition indicated in the original certification. During an absence because of your own serious health condition, you must report to your manager at least every 2 weeks on your status and prospects for return to work.
- If the leave was for your serious health condition, you will be required to submit a doctor's release when you return to work.

**Job Benefits and Protection.** During a qualifying FMLA leave, TriNet continues to make available your regular TriNet group health benefits at the same level and under the same conditions as before the FMLA leave, provided your share and the company's share of the premiums are paid. However, if you elect not to return to work for at least 30 calendar days at the end of the leave period, you may be required to reimburse the company for the cost of the TriNet health benefit premiums paid by the company so that TriNet could maintain your regular health benefits during your qualifying FMLA leave, unless you cannot return to work because of a serious health condition of you or your covered family member, or because of other circumstances beyond your control. Accrual of PTO/vacation/sick leave and holiday pay will be suspended during any unpaid portion of your FMLA leave, and will resume upon your active return to employment. The use of FMLA leave will not result in the loss of any employment benefit that was earned before the start of the leave. When returning from FMLA leave, you will be restored to your original or an equivalent position with equivalent pay, benefits, and other employment terms, unless you would not otherwise have been employed at the time reinstatement is requested, you fail to provide a written release from your health care provider (if required), or another exception applies.

If an employee is laid off during an FMLA leave, his or her employment will be terminated and the Company's responsibility to continue leave, TriNet's responsibility to maintain group health benefits, and the Company's responsibility to reinstate the employee will cease at the time of the layoff.

**Exception For Highly Compensated Employees:** Highly compensated employees (i.e., exempt employees who are among the highest paid 10% of both exempt and non-exempt employees at a worksite or within 75 miles of that worksite) will not be returned to their former or equivalent position following a leave if restoration of employment will cause substantial and grievous economic injury to the Company. This fact-specific determination will be made by the Company on a case-by-case basis. When you request FMLA leave, the Company will notify you if you qualify as a highly compensated employee.

## Definitions

**Serious Health Condition means** an illness, injury, impairment, or physical or mental condition that involves either:

1. Inpatient care (requiring an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity (i.e. inability to work, attend school or perform other regular daily activities) or any subsequent treatment in connection with such inpatient care;
2. Continuing treatment by a health care provider that includes one or more of the following:
  - a. A period of incapacity of more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves: (a) treatment two or more times within 30 days of the first day of incapacity (unless extenuating circumstances exist), by a health care provider, by a nurse under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or (b) treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of the health care provider;
  - b. Any period of incapacity or treatment for incapacity due to a chronic serious health condition which: (a) requires periodic visits (at least twice a year) for treatment by a health care provider or by a nurse under direct supervision of a health care provider; (b) continues over an extended period of time (including recurring episodes of a single underlying condition); and (c) may cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.);
  - c. A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective, such as Alzheimer's, a severe stroke, or the terminal stages of a disease. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider;
  - d. Any period of absence to receive multiple treatments (including any period of recovery) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for (a) restorative surgery after an accident or other injury or (b) a condition that would likely result in a period of incapacity of more than three consecutive, full calendar days in the absence of medical intervention or treatment.

Leave taken because of a work-related illness or injury is covered by this policy, and will be counted in determining whether you have exhausted your entitlement for the relevant 12-month period under the FMLA.

- **Qualifying Exigency Resulting From Covered Duty** means one or more of the following: (a) to spend up to seven calendar days to address issues that arise from short-notice deployment (seven or less calendar days); (b) to attend military events and other activities sponsored or promoted by the military, military service organizations or the American Red Cross that are related to a military member's covered active duty or call to covered active duty status; (c) to engage in certain childcare and school activities, including to arrange for alternative childcare, to provide for childcare on an urgent basis, to enroll a child in or transfer a child to a new school or day care facility, and to attend meetings with staff at a school or daycare facility; (d) to make or update financial or legal arrangements, or to act as the military member's representative before a federal, state or local agency for the purposes of obtaining, arranging or appealing military service benefits while the military member is on covered active duty or call to covered active duty status, and for a period of 90 days following the termination of such status; (e) to attend counseling needed due to the covered active duty or call to covered active duty status of a military member; (f) to spend up to five days with a military member who is on short-term, temporary, rest and recuperation leave during the period of deployment; (g) to attend official ceremonies or programs sponsored by the military for a period of 90 days following the termination of the military member's covered active duty status or to address issues that arise from the death of a military member while on covered active duty status; and (h) to address other events which arise out of the military member's covered active duty or call to covered active duty status provided that the employer and employee agree that such leave shall qualify as an exigency, and agree to both the timing and duration of such leave.

**Servicemember Caregiver Leave.** FMLA entitles eligible employees to take leave to care for a covered servicemember with a serious injury or illness. You must be the spouse, son, daughter, parent or next of kin of the servicemember. **Covered servicemember** means:

1. A member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. A veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of 5 years preceding the date on which the veteran undergoes such medical treatment, recuperation or therapy.

**Outpatient status for a covered servicemember** means the status of a member of the Armed Forces assigned to:

- A military medical treatment facility as an outpatient, or
- A unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients.



### **Serious injury or illness of a servicemember means:**

1. In the case of a member of the Armed Forces (including a member of the National Guard or Reserves), an injury or illness that was incurred by the covered servicemember in line of duty on active duty (or that existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that may render the servicemember medically unfit to perform the duties of the servicemember's office, grade, rank or rating; and
2. In the case of a veteran who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the 5-year period described above, a qualifying (as defined by the Secretary of Labor) injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

Veteran means a person who served in the active military, naval, or air service, and who was discharged or released there from under conditions other than dishonorable.

An eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the servicemember, beginning on the first day the employee takes leave to care for the servicemember and ending 12 months after that date. If an employee does not take all of the 26 workweeks of leave entitlement to care for a covered servicemember during this single 12-month period, the remaining part of the 26 workweeks of leave entitlement to care for the covered servicemember is forfeited. During such 12-month period, employees may also take leave for other qualifying reasons under the FMLA. Leave to care for an injured or ill servicemember, when combined with other FMLA-qualifying leave, may not exceed 26 weeks in a single 12-month period. Servicemember Caregiver Leave runs concurrent with other leave entitlements provided under federal and state law.

The Servicemember Caregiver Leave entitlement is to be applied on a per-covered-servicemember, per-injury basis such that an employee may be entitled to take more than one period of 26 workweeks of leave if the leave is to care for different covered servicemembers or to care for the same servicemember with a subsequent serious injury or illness, except that no more than 26 workweeks of leave may be taken within any single 12-month period.

If both spouses are employed by the company and request leave because of the birth, adoption or placement of a child (bonding purposes), they may only take a combined total of 12 weeks of leave for such reasons during any 12-month period. In addition, if both spouses are employed by the company and take Servicemember Caregiver leave, the amount of Servicemember Caregiver Leave taken in combination with any leave taken for bonding purposes may be limited to a combined total of 26 weeks during the single 12-month period in which the Servicemember Caregiver Leave is taken.

**Note:** in this situation, the employees' combined total leave taken for bonding purposes will still be limited to 12 weeks.

### **Leave under State Military Leave Laws**

A growing number of states provide leave for family members of servicemembers. The entitlements for such leave differ from state to state. Please ask your TriNet HR Representative for details regarding your state.

### **Leaves To Accommodate Legally-Recognized Disability or Work-Related Injury**

Leave may be available, if necessary, to reasonably accommodate employees with a workplace injury or a disability under state or federal law. Such leaves are generally unpaid and availability is dependent on the circumstances of each particular case. Please contact your manager or TriNet HR Representative for specific details regarding eligibility, requirements, and reinstatement rights for such leaves. In addition, please remember that all workplace or work-related injuries must be immediately reported to your manager.

### **Return to Work**

If you take any kind of leave for your own serious medical condition, you must provide your manager with a medical release from an attending physician immediately upon return to work.

### **Questions**

If you have any questions regarding any of the leaves referred to above, please contact your TriNet HR Representative.

## Chapter Five: Safety

All employees have a stake in keeping the workplace safe, pleasant, and free of hazards of any kind. We rely on you to help make the company a friendly, secure place to work. In addition to the policies set forth below, TriNet corporate colleagues are subject to TriNet-specific safety-related policies, which can be found on HR Passport. If you are a worksite employee, you are subject not only to the policies set forth below, but also to any safety-related policies maintained by your company. Check the Addendum for any such policies.

### What to Do if You Sustain a Work-Related Injury

Report all injuries to your manager or supervisor immediately or as soon as possible. The manager should report the injury via TriNet's dedicated reporting line: 1.866.443.8489. TriNet representatives are available to take calls 24 hours a day, 7 days a week. If emergency medical attention is needed, please go to the nearest medical facility or dial 911. In any event, the injury still must be reported within 24 hours of the injury, so the claim can be reported to TriNet's workers' compensation carrier.

In the event of a death in the workplace, in addition to notifying your manager and TriNet, you must notify the Occupational Safety and Health Administration (OSHA) within eight hours of the fatal accident. OSHA toll-free: 800.321.6742.

### Workplace Security and Anti-Violence Policy

The company is committed to providing a violence-free workplace for its employees. In keeping with this commitment, it has established an anti-violence policy that prohibits actual or threatened violence by employees against co-workers or other persons and applies to both on-site and off-site conduct. The policy also is intended to promote workplace security by addressing situations in which outsiders enter the workplace and engage in violent acts or threaten employees with violence. Although some kinds of violence result from societal issues that are beyond our control, the company believes that it can adopt some measures that will protect our employees. Any employee who commits or threatens any violent act against any person while on company premises or at work will be subject to immediate discharge.

Employees are required to report any incident involving a threat of violence or act of violence immediately to their manager or to another manager or officer of the company. If you become aware of an imminent act of violence, a threat of imminent violence, or actual violence, immediately seek emergency assistance. In such situations, you should contact your manager and, when appropriate, contact the law enforcement authorities by dialing 911. If your manager is not readily available, you should immediately inform another manager in the company or TriNet so that appropriate action can be taken.

Similarly, if employees become aware of any workplace security hazards or identify methods of increasing security in the workplace, they should report that information to their manager or another company manager or officer. Employees may report any and all concerns without fear of retaliation of any kind. Moreover, employees may make such reports anonymously.

## Drug-Free Workplace

We all have the responsibility to maintain a safe and efficient working environment. As such, these guidelines apply to all employees; your company may have additional provisions or policies for which you are responsible, outlined in the Addendum. Employees who work while impaired by drugs or alcohol present a safety hazard to themselves and coworkers. As a responsible individual, you should report to work fit to perform the duties of your job. The presence of drugs and alcohol in the workplace limits our ability to provide high-quality service to our customers, and will not be tolerated. Any employee who engages in the following conduct may be subject to discipline, up to and including termination of employment:

- Use, possession, sale, or solicitation of illegal drugs while on duty, on company premises, or company time;
- Unauthorized use or possession of alcohol while on duty, on company premises, or company time; or
- Reporting to work impaired by alcohol or illegal drugs.

The legal use of prescribed drugs or over-the-counter medications that do not impair an employee's ability to perform the essential job functions effectively and do not endanger the employee or other individuals in the workplace is permitted on the job. The misuse and/or abuse of prescription medications and/or over-the-counter medications is strictly prohibited.

We encourage employees with alcohol or drug dependencies to take advantage of our free and confidential Employee Assistance Program (EAP), described in the Guidebook and on HR Passport. An employee with a drug or alcohol problem may request approval to take unpaid time off to participate in a rehabilitation program. The time off will be granted if the absence will not impose an undue hardship on the company. However, the company may terminate the employee's employment without providing an opportunity to participate in a rehabilitation program if the employee's current use of alcohol or drugs prohibits the employee from performing his or her duties or endangers his or her health or safety or the health or safety of others.

To help ensure a safe, drug-free workplace, the company has the right to inspect employees while on duty or on company property, including their persons, desks, lockers, and/or personal property, to the extent permitted by applicable law. We also have the right to investigate any possible violations of this policy. If anyone refuses to cooperate with an investigation of this nature (which may include medical testing for alcohol or drug use) the company may choose to discipline the employee. Withholding consent or failing to cooperate with any of these measures could subject the employee to disciplinary procedures, up to and including termination of employment.

If an employee is convicted of a drug-related charge which occurred in the work place, TriNet must be notified within five days. After receiving notice of such a conviction, the company will take appropriate action, which could include disciplinary action, including termination of employment.

## Chapter Six: TriNet Benefits

### Applicability

This chapter applies only to benefits-eligible worksite employees whose company contracts with TriNet to participate in the TriNet Benefits Plan and eligible TriNet corporate colleagues (as determined by TriNet). Anyone not recognized by TriNet as either an eligible worksite employee or eligible TriNet corporate colleague is ineligible for any TriNet benefits or employment perquisites.

### Strength and Flexibility

TriNet gives you a great deal of choice in making your benefits elections. In fact, TriNet offers an exceptionally strong benefits package that compares favorably with benefits offered by Fortune<sup>®</sup> 500 companies. Under the TriNet Benefits Plan, you have the flexibility to elect benefits based on your personal preferences, your family situation, and/or your financial objectives. You can design many aspects of your total benefits package to suit your unique situation.

### How to Enroll

When you're first eligible for TriNet benefits, you will receive a reminder email from TriNet with instructions on how to enroll online via HR Passport. You have 30 days from your first date of eligibility to actively enroll in or waive TriNet benefits. Your initial enrollment becomes effective as of your benefits eligibility date and stays in effect until the end of the plan year. After you submit your benefits elections, you will receive an email from TriNet confirming those elections. A confirmation statement will also be mailed to your home address. Within the 30-day period, you may revise your enrollment decisions as many times as you like; however, only your final benefits elections submitted via HR Passport will be considered a binding decision for the current plan year. In summary, if you are eligible, your TriNet benefits generally include the following choices unless otherwise indicated, or unless you are a worksite employee whose company has decided not to participate in certain TriNet benefits offerings:

- Medical
- Dental
- Vision
- Life insurance
- Supplemental life insurance
- Short term and long term disability insurance
- Flexible spending accounts
- Health savings accounts
- Pre-tax commuter benefits
- Employee counseling/wellness program
- Direct deposits
- Credit union membership eligibility
- Recreation and entertainment discounts
- Supplemental insurance
- Voluntary benefits such as: pre-tax commuter benefits; life insurance; retirement programs, online banking and home/auto insurance to name a few.

## Where to Go for More Information

Benefits can be a complex subject, and TriNet has written a detailed Guidebook to help you understand your benefit options. The Guidebook also serves as the Summary Plan Description (SPD) required by the Employee Retirement Income Security Act of 1974, as amended (ERISA). TriNet provides the Guidebook and the SPD to you in one integrated form in order to avoid the confusion that can be caused by separate documents. The Guidebook describes, among other things, eligibility for benefits under the TriNet Benefits Plan. In addition, the insurance carriers' certificates of coverage—called Carrier Certificates—contain detailed descriptions of all TriNet benefits. Both the Guidebook and the Carrier Certificates are available for access anytime via *HR Passport > Myself > My Benefits > Summary Plan Description*.

The My Benefits section of HR Passport includes the following helpful information:

- Ability to view your current TriNet benefits and enrolled dependents
- A quick link to FSA balances and transaction history
- Frequently asked questions
- Provider contact information
- Related forms
- Online enrollment for newly benefits-eligible employees (e.g., new hires)

**Important Disclaimer:** In the event there is a conflict between any of the information contained in any benefits guidance materials provided by TriNet (including but not limited to information contained in any TriNet website, the Benefits Confirmation Statement, any written or electronic pamphlets, letters, emails, text messages, and statements made by TriNet employees) and TriNet's Plan document, the Plan document will control. Also, if there is a conflict between the Carrier Certificate and either TriNet's Plan document, any TriNet Summary Plan Description, statements made by a TriNet employee, or any other benefits guidance materials provided by TriNet (including but not limited to those described above), the Carrier Certificate will control.

## Waiving Coverage

If you have other group-sponsored medical coverage, you may waive participation in TriNet-sponsored medical benefits only by making an active election online to waive TriNet medical benefits. You must waive TriNet medical benefits within 30 days of your benefits eligibility date.

## What Happens If You Don't Enroll In or Waive Coverage

### TriNet Medical Insurance

#### INITIAL BENEFITS ELIGIBILITY DATE

If you fail to submit a TriNet medical benefits election or fail to waive TriNet medical coverage within the 30-day election period, you automatically will be enrolled in the lowest-cost, employee-only (no dependents may be enrolled), TriNet PPO medical plan available in your area, **and corresponding premiums for this plan will be deducted from your pay.**

If you automatically are enrolled in the lowest-cost, employee-only, TriNet PPO medical plan available in your area, your benefits will be retroactive to your first date of benefits eligibility. Accordingly, you may find a larger than anticipated premium amount deducted from your paycheck as a retroactive, medical benefits premium payment. Your enrollment also may be delayed, which will delay the receipt of your insurance identification card provided by the medical insurance carrier. Service providers could require you to pay out-of-pocket for the cost of medical benefits until your identification card arrives. Once your medical benefits are in effect, you can download a claim reimbursement form from HR Passport and submit it to your insurance carrier for costs incurred during that time period.

#### **TriNet Dental and Vision Insurance**

If you fail to enroll in or waive TriNet dental or vision coverage, you will not be enrolled in any such TriNet plan.

#### **TriNet Life Insurance**

If you fail to enroll in TriNet life insurance coverage, you automatically will be enrolled in company-paid basic life insurance (at no cost to you), if your company has made this selection from TriNet's life insurance offering.

#### **TriNet Disability Insurance**

If you fail to enroll in TriNet disability insurance coverage, you automatically will be enrolled in company-paid disability insurance (at no cost to you), if your company has made this selection from TriNet's disability insurance offering.

#### **TriNet Flexible Spending Accounts**

If you fail to enroll in a TriNet health care or dependent day care flexible spending account, you will not be enrolled in any such account.

## Chapter Seven: Benefits Required by Law

You are entitled to certain benefits under the law, regardless of your position, subject to meeting certain conditions. These mandated benefits include those described in this chapter (if applicable).

### State Disability Insurance

Some states (currently California, Hawaii, New Jersey, New York and Rhode Island) and the Commonwealth of Puerto Rico provide a form of limited disability insurance. If you work in one of these areas, you may be eligible for limited disability insurance payments if you cannot work because of a sickness or injury not caused by your job (job-related conditions fall under workers' compensation). The terms and amount of disability coverage are subject to state laws and vary from state to state. Some states, such as California, require TriNet to make deductions from your paycheck to fund the disability insurance benefits program. To receive disability benefits, file a claim with the state disability insurance agency. For further information on filing procedures, please call TriNet's Employee Solution Center.

### Workers' Compensation Insurance

As of your date of hire, you are covered by workers' compensation insurance. You may contact TriNet's Employee Solution Center or your local Workers' Compensation Bureau for additional information. Please don't forget to immediately report to your manager all injuries sustained while working.

Please note that workers' compensation covers only work-related injuries and illnesses. You will not be eligible to receive workers' compensation benefits for injuries that might happen if you voluntarily participate in an off-duty recreational, social, or athletic activity that does not constitute a part of your work-related duties.

### Unemployment Insurance

If you become unemployed, you may be eligible for unemployment insurance, a weekly benefit while you are out of work. For information on filing a claim, please contact your manager, or your TriNet HR Representative.

### Social Security

You will see deductions on your paycheck for FICA, an acronym that stands for Federal Insurance Contributions Act, otherwise known as Social Security and Medicare. This deduction represents your contribution toward your Social Security benefit. In addition to supplemental retirement benefits, Social Security offers certain disability and/or Medicare coverage. Contact your nearest Social Security Administration office for further details.

### COBRA

If you or your covered dependents lose eligibility for regular, TriNet group medical, dental, vision benefits and/or healthcare FSA, you may be eligible to continue your coverage under COBRA. COBRA allows you to continue receiving these benefits on a temporary basis in certain situations where coverage under the TriNet Benefits Plan would otherwise end.

COBRA coverage is explained in greater detail in the Benefits Guidebook.



# **SAMPLE: Summit Public Schools 504 Board Policy**

**Board Policy # \_\_\_\_\_**

## IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Directors of Summit Public Schools 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. Major Life Activities include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. 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 Improvement Act of 2004 (“IDEA”). The identification, evaluation and education of students eligible for services under the IDEA are addressed under the policies and procedures of the SELPA.

The Director shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (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 guaranteed by law. If Summit Public Schools does not assess

a student after a parent has requested an assessment, Summit Public Schools shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Summit Public Schools shall periodically review the student's progress and placement.

Summit Public Schools will implement this policy through its corresponding Procedure.

# SAMPLE: Summit Public Schools 504 Procedures

Board Procedure# \_\_\_\_\_

## IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

### A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the Summit Public Schools
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** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
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** – Director, Joy Osborne shall serve as the Charter School’s Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at 610-554-4937.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

(A) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;

(B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or

(C) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. Referral, Assessment and Evaluation Procedures

1. The Charter School 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 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School 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 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 special education and/or related aids and services needed. The Plan will specify how the special education and/or 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 services 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 50 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.

#### 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 set out 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 Joy Osborne, 504 Coordinator c/o Summit Public Schools, 455 5<sup>th</sup> Avenue, Redwood City, CA 94063. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Director 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 El Dorado 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, the Charter School 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 the Charter School. Alternative dispute resolution options include:

- Mediation by a neutral third party.
- Review of the 504 Plan by the Director or designee.

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

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

8. The parent/guardian and the Charter School 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.

## **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.

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. Have the Charter School 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 the Charter School 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 special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [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 the Charter School.
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 the Charter School 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 the Charter School refuses this request for amendment, the Charter School 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 the Charter School'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 **Andy Lichtblau** c/o Summit Public Schools, **455 5<sup>th</sup> Avenue, Redwood City, CA 94063**, [alichtblau@summitps.org](mailto:alichtblau@summitps.org) with any questions regarding the information contained herein.



**summit**  
public schools

**Summit Public Schools**  
is a leading charter management organization  
serving diverse communities in the  
San Francisco Bay Area and Washington State.

Summit's mission is to prepare every student  
for success in a four-year college, and to be thoughtful,  
contributing members of society.

### About Summit Public Schools

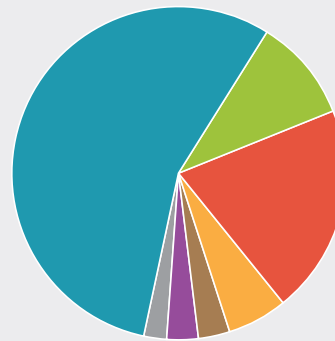
YEAR FLAGSHIP SCHOOL OPENED:  
**2003**

NUMBER OF SCHOOLS:  
**11**

GRADES SERVED:  
**6-12**

### Summit serves a diverse student population that reflects its local communities

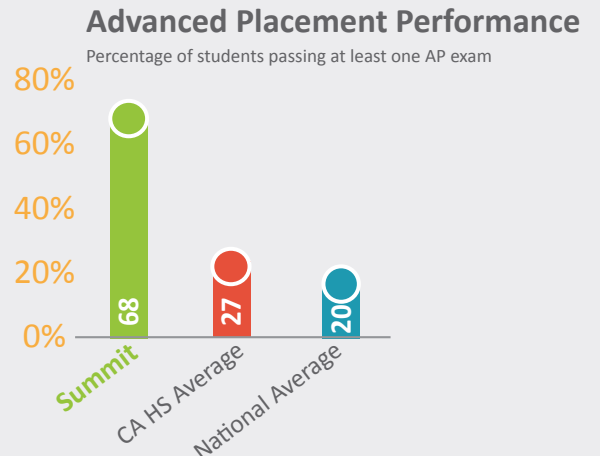
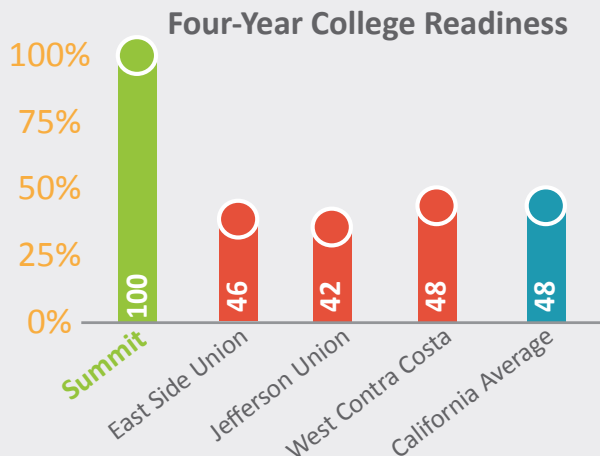
- 55% Hispanic
- 10% Asian
- 20% White
- 6% Two Or More Races
- 3% Filipino
- 3% African American
- 2% Other



- 2,000 Students
- 48% Free and Reduced Lunch
- 10% Special Education
- 13% English Language Learners

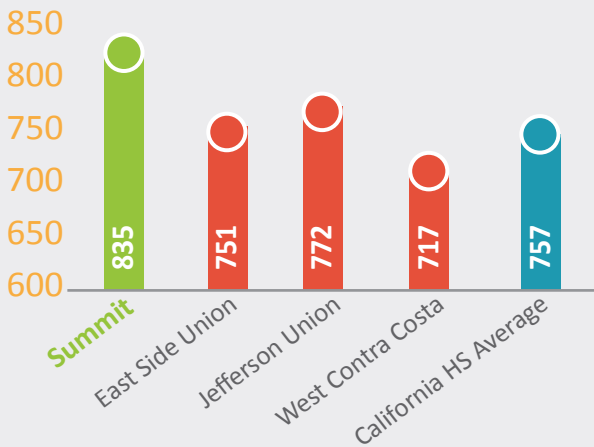


### Summit prepares every student for college, equipping them with powerful and enduring skills needed to succeed

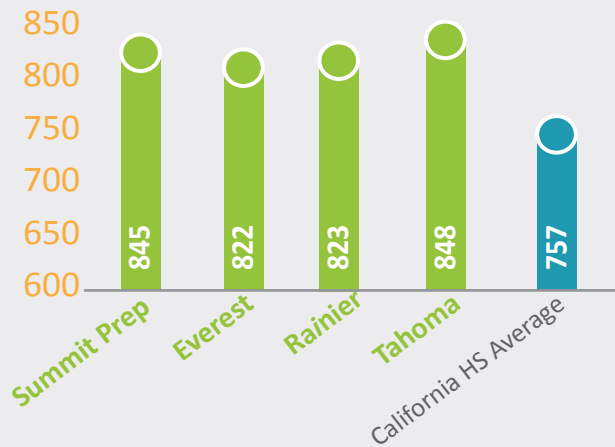


## Summit Schools rank among the top 20% of public high schools in California

CA Statewide (API) Performance



School (API) Performance



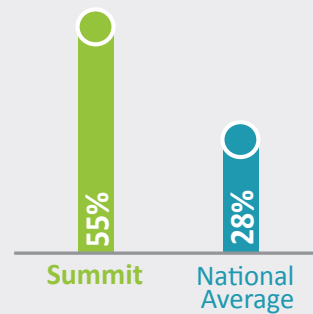
In 2015, Fast Company named Summit Public Schools a top 10 most innovative organization in education.

Our two flagship schools, Summit Prep and Everest, are named among US News & World Report's Best High Schools of 2015. They rank in the top 20 of all California high schools.

These two Summit schools were also ranked among America's Most Challenging High Schools in 2015 by the Washington Post.

99% of Summit graduates have been accepted into at least one 4-year college.

Summit graduates double the national average for college completion



Summit attracts a world-class teaching faculty from the nation's top teacher preparation programs, including Stanford, Harvard, NYU, UC Berkeley, and Columbia.

Summit has retained over 80 percent of its teachers in the organization since its founding.

*"Summit teachers took the time to get to know me on a personal level. It was these relationships and that support, that helped me get into college and be the person I am today."*



**summit**  
public schools

Changing Education, Changing Lives.

[www.summitps.org/student-day](http://www.summitps.org/student-day)



DEC 19 2007

**ARTICLES OF INCORPORATION**  
**OF**  
**THE SUMMIT INSTITUTE**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I**

The name of the Corporation is: The Summit Institute.

**ARTICLE 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 Nonprofit Public Benefit Corporation Law for public and charitable purposes.

The specific purpose of this Corporation is to train, consult and advise California public school teachers and administrators, and to provide support and administrative services to California public schools.

This Corporation is organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these Articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

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, or in opposition to, any candidate for public office.

**ARTICLE III**

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

Paul Minney  
Spector Middleton Young & Minney, LLP  
7 Park Center Drive  
Sacramento, CA 95825

**ARTICLE IV**

The property of this Corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer,

or member thereof or to the benefit of private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II of these Articles of Incorporation.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation laws 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 powers shall be exercised by or under the direction of the board of directors.

#### ARTICLE V

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

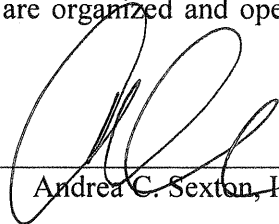
#### ARTICLE VI

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

#### ARTICLE VII

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

Date: 12-18-2007

  
\_\_\_\_\_  
Andrea C. Sexton, Incorporator





LAW OFFICES OF SPECTOR, MIDDLETON, YOUNG & MINNEY, LLP

DECEMBER 20, 2007

Via First Class Mail

Diane Tavenner  
The Summit Institute  
325 Camille Court  
Mountain View, CA 94040

**Re: Articles of Incorporation for The Summit Institute**

Dear Diane:

Pursuant to California Corporations Code Section 5160, a nonprofit corporation must keep a copy of its Articles of Incorporation at its principal office. Accordingly, we are forwarding to you an endorsed-filed copy The Summit Institute's Articles of Incorporation filed with the Secretary of State on December 19, 2007.

Also enclosed is a Statement of Information for the corporation, which must be filed with the Secretary of State within 90 days, or by March 19, 2008.

Should you have any further questions regarding this matter please do not hesitate to contact me.

Sincerely,  
**LAW OFFICES OF SPECTOR,  
MIDDLETON, YOUNG & MINNEY, LLP**

Andrea C. Sexton  
**Attorney at Law**

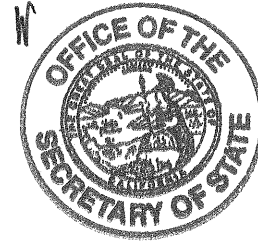
Enclosure

PAUL C. MINNEY  
JAMES E. YOUNG  
MICHAEL S. MIDDLETON  
DANIEL I. SPECTOR  
LISA A. CORR

AMANDA J. MCKECHNIE  
JESSICA ADAMS ROBISON  
TIMOTHY M. WEIR  
JERRY W. SIMMONS  
CHASTIN H. PIERMAN  
JULIE D. ROBBINS  
JAMES L. SHEA  
KIMBERLY RODRIGUEZ  
ANDREA C. SEXTON  
SARAH J. KOLLMAN  
JANELLE A. RULEY

TOM PERAC, OF COUNSEL

**State of California**  
**Secretary of State**



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

That the attached transcript of <sup>2</sup>\_\_\_\_\_ 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

DEC 19 2007

*Debra Bowen*

DEBRA BOWEN  
Secretary of State



**BYLAWS  
OF  
SUMMIT PUBLIC SCHOOLS**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is Summit Public Schools.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 3000 Sandhill Road, Building 3, Suite 210, Menlo Park, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes of Summit Public Schools (hereinafter "Corporation") are as follows: (1) to train, consult and advise California public school teachers and administrators, and to provide support and administrative services to California public schools; and (2) to manage, operate, guide, direct and promote one or more California public charter schools ("Charter Schools"). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

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

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V  
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter Schools’ charters. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI  
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**ARTICLE VII  
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the Corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than fifteen (15), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the Corporation's annual meeting of the Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) year(s) and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be five (5) seats for a term of three (3) year(s). The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Robert J. Oster	January 2011
Stacey Keare	January 2011
Steven Humphreys	January 2011
Diane Tavenner	January 2011
Blake Warner	January 2011

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors 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 Board of Directors 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 7. 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 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Charter Schools.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors 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 Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary, or any two directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be 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 Board of Directors are regularly held.
- b. 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.

- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter Schools operate;
- 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;<sup>1</sup>
- 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

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<sup>1</sup> 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.

conference call.<sup>2</sup>

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. 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 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND 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 or more voting directors, to serve at the pleasure of the Board.

Standing committees of the Board shall include the following:

- Compensation Committee
- Nominating Committee
- Finance Committee
- Facility Committee
- Compliance Committee
- A site level governance council (“Governance Council”) committee for each of the Charter Schools operated by the Corporation.

Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors of the Board of Directors. The Board of Directors 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 Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is

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<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

not so amendable or subject to repeal;

- f. Create any other committees of the Board of Directors 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 24. SITE LEVEL GOVERNANCE COUNCIL. Each of the Charter Schools operated by the Corporation may have a site level governance council (“Governance Council”) which may be charged with some of the operational responsibilities of its respective school site.

Section 25. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors 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 Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 26. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this Corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board’s direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. 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 Chairman of the Board.



Section 3. ELECTION OF OFFICERS. The officers of this Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, 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 any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. 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 Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

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 Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in Summit Public Schools Conflict of Interest Policy have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII  
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

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

**ARTICLE XIII  
INSURANCE**

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

**ARTICLE XIV  
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XV  
INSPECTION RIGHTS**

Section 1. DIRECTORS’ RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection

includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an “interested person” had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an “interested person” is either:
- (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any of the charters of the Charter Schools operated by the Corporation or make any provisions of these Bylaws inconsistent with those charters, the Corporation’s Articles of Incorporation, or any laws.

## **ARTICLE XVIII FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

## **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of Summit Public Schools, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this Corporation as adopted by the Board of Directors on June 5, 2008; and that these bylaws have not been amended or modified since that date.

Executed on June 5, 2008 at Menlo Park, California.

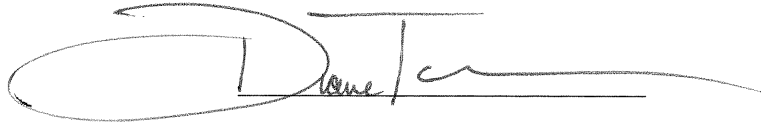
\_\_\_\_\_

Diane Tavenner, Secretary

## CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Summit Institute, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this Corporation as adopted by the Board of Directors on June 5, 2008; and that these bylaws have not been amended or modified since that date.

Executed on June 5, 2008 at Menlo Park, California.

A handwritten signature in black ink, appearing to read "Diane Tavenner". The signature is written in a cursive style with a large, looped initial "D" and a long horizontal flourish extending to the right.

Diane Tavenner, Secretary



**CERTIFICATE OF AMENDMENT OF  
ARTICLES OF INCORPORATION**

The undersigned certify that:


1. They are the President and the Secretary of **The Summit Institute**, a California nonprofit public benefit corporation.
2. Article II, paragraph two of the Articles of Incorporation of this corporation is amended to read as follows:

The specific purposes of this Corporation are as follows: (1) to train, consult and advise California public school teachers and administrators, and to provide support and administrative services to California public schools; and (2) to manage, operate, guide, direct and promote one or more California public charter schools.

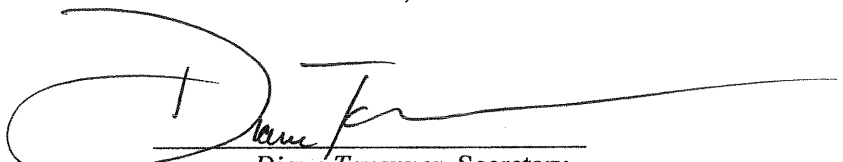
3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
4. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 3/27/08

  
\_\_\_\_\_  
*Robert Oster, President*

DATE: 3/27/08

  
\_\_\_\_\_  
*Diane Tavenner, Secretary*



LAW OFFICES OF SPECTOR, MIDDLETON, YOUNG & MINNEY, LLP

APRIL 2, 2008

Via First Class Mail

Diane Tavenner  
The Summit Institute  
325 Camille Court  
Mountain View, CA 94040

**Re:** Amended Articles of Incorporation

Dear Diane:

On April 1, 2008, our office filed a Certificate of Amendment of Articles of Incorporation for The Summit Institute with the California Secretary of State's Office. Please retain the enclosed original document with your corporate records.

If you should have any questions or concerns, please feel free to contact me.

Sincerely,  
**LAW OFFICES OF SPECTOR,  
MIDDLETON, YOUNG & MINNEY, LLP**

Andrea C. Sexton  
Attorney at Law

Enclosure

PAUL C. MINNEY  
JAMES E. YOUNG  
MICHAEL S. MIDDLETON  
DANIEL I. SPECTOR  
LISA A. CORR  
AMANDA J. MCKECHNIE  
TIMOTHY M. WEIR  
JESSICA ADAMS ROBISON  
JERRY W. SIMMONS  
CHASTIN H. PIERMAN  
JULIE D. ROBBINS  
JAMES L. SHEA  
KIMBERLY RODRIGUEZ  
ANDREA C. SEXTON  
SARAH J. KOLLMAN  
JANELLE A. RULEY



**State of California**  
**Secretary of State**

I, DEBRA BOWEN, 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 -1 2008

DEBRA BOWEN  
Secretary of State

**CERTIFICATE OF AMENDMENT OF  
ARTICLES OF INCORPORATION**

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

JUN 29 2012

The undersigned certify that:

1. They are the President and the Secretary of **The Summit Institute**, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

The name of this Corporation is: Summit Public Schools.

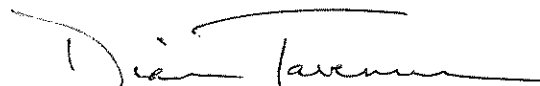
3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
4. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 6/12/12

  
\_\_\_\_\_  
*Robert Oster, President*

DATE: 6/14/12

  
\_\_\_\_\_  
*Diane Tavenner, Secretary*



I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUL 13 2012

Date: \_\_\_\_\_

*Debra Bowen*  
DEBRA BOWEN, Secretary of State

# **SUMMIT PUBLIC SCHOOLS**

## **CONFLICT OF INTEREST CODE**

### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Summit Public Schools hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Summit Public Schools and SPS: K2 (“Charter School”), as specifically required by California Government Code Section 87300.

### **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

### **III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With Summit Public Schools. All Statements shall be supplied by Summit Public Schools. All Statements shall be filed with Summit Public Schools. Summit Public Schools’s filing officer shall make and retain a copy of the Statement.

### **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Summit Institute or Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to Summit Public Schools Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

## **EXHIBIT A**

### **Designated Positions**

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
  - A. Members of the Governing Board and their alternates (if applicable)
  - B. Candidates for Member of the Governing Board
  - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
  - D. Executive Director of Charter School
  - E. Principal of Charter School
  - F. Assistant Principals
  - G. Chief Business Officer
  - H. Director Personnel Services
  - I. Assistant Director of Personnel Services
  - J. Consultants<sup>1</sup>
  
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
  - A. Purchasing Manager
  - B. Assistant Business Officer
  
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
  - A. Information Systems Technician
  - B. Contractor

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<sup>1</sup> Summit Public Schools Chief Executive Officer may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. Summit Public Schools’s Chief Executive Officer determination is a public record and shall be retained for public inspection in the same manner and location of interest code.



## EXHIBIT B

### Disclosure Categories

#### Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

#### Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include interests described in Category 1.

#### Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director.

# Sample Job Descriptions

## Teacher

**Description:** To become a teacher at Summit Public Schools is to join a pioneer organization that is innovative, fast-moving and highly successful with students. Teaching at Summit Public Schools is not just about subject matter and curriculum, although these are critically important, but also about developing new methods of delivery and radical learning experiences. Each day, in activities across the learning spectrum, SPS teachers support students who will reach deep and substantial understandings in a highly differentiated and personalized environment.

Faculty at Summit Public Schools have more varied experiences than faculty at many schools do. While they have areas of specialization, all members of the faculty are responsible for developing a community of learners. This means that faculty members do a great deal more than running a single classroom. It means faculty teach with each other, teach alone and coach students individually. And it means that they build learning experiences, with technological and academic support from experts within Summit Public Schools.

We are currently looking for high school teachers in all academic subject areas, including English, to work in our Daly City, Redwood City and San Jose schools.

**Duties:** Every Summit Public Schools teacher is expected to act as a classroom teacher, a mentor and a leader. Daily work with students is combined with responsibilities to counsel students towards college and to play an active role in running the school site.

Every teacher's responsibilities include (but are not limited to):

- Teach four sections
- Act as a personal mentor to 16-24 students
- Observe peers and participate in professional practice dialogues
- Participate in training, planning and teaching during the summer
- Assist with development & implementation of interdisciplinary curriculum
- Assist with development & implementation of school policies
- Participate in grade level & school leadership meetings each week

**Qualifications:** Applicants must possess at least a Bachelor's Degree and a teaching credential in the subject for which they are applying.  
(A Master's Degree in Education is preferred but not required.)

The successful candidate will demonstrate:

Teaching experience in their field

A California Teaching Credential (or a commitment to obtain one)

Ability to work successfully with heterogeneous groups of students

Ability to work closely with an ethnically & economically diverse student body

Ability to work independently as a self-starter in a dynamic organization

Ability to excel as a member of a team

Most importantly, applicants must possess flexibility, curiosity, perseverance, a sense of humor and a burning passion to see students succeed.

## Assistant Director

**Description:** The Assistant Director of a Summit school is a co-leader with the Executive Director, jointly responsible for leading one of the most innovative charter schools in California.

The Assistant Director will support the Executive Director in site operations, instructional program, college readiness, student recruiting, professional development, parent organization, faculty culture, and student culture.

**Duties:** The Assistant Director will establish effective initiatives and display logistical skill in fulfilling the following key duties:

- Respond to urgent site-based needs including faculty support, front office support, student discipline, and facilities.
- Actively develop leadership competencies connected with the Leadership rubric.
- Support the school's culture of data, use of information systems, analysis of data, and plan for innovative integration of technology into academic and operations programs.
- The Executive Director of each school site will determine the exact split of lead/manage/support responsibilities, and the level of emphasis for each set of duties for individual Assistant Directors.

**Qualifications:** We are actively seeking ambitious school leaders with a track record of academic success and a commitment to education reform.

Candidates must possess general project management skills, along with specific management and planning skills related to running an organization.

A Masters Degree (or above) in Education is preferred, as is experience leading a student-oriented organization.

3+ years as a teacher and/or school administrator, and team leadership skills, especially around the coaching and direct management of other professionals are also preferred but not required.

Teaching experience within a Summit school, or extensive teaching experience outside of the organization, coaching teachers or in school administration is also highly preferred.

## Executive Director

**Description:** The successful candidates will be responsible for leading some of the most innovative charter schools in Northern California.

They will become Executive Directors, maximizing support networks at each school that include Assistant Directors and administrative staff on site, with Summit expert partners in areas such as finance and compliance. They will be responsible for overseeing faculty, students & families through a strategic focus on instructional leadership, culture building and operational oversight.

**Duties:** The Executive Director will exceed expectations, establish effective initiatives and display logistical skill in fulfilling the following key duties:

- Articulates a vision, strategy and set of goals that align with the mission of Summit Public Schools.
- Leads a culture of high expectations for ALL and a relentless focus on college success.
- Ensures there is excellent instruction occurring every minute, every period, every day.
- Attracts, develops, and retains exceptional talent.
- Builds strong relationships with parents.
- Creates and maintains a balanced yet mission aligned budget.
- Attends regular principal meetings and collaborates actively with other colleagues.
- Develops meaningful relationships through deep and ongoing community outreach.
- Oversees school operations and ensures all aspects of the school are mission aligned.

**Qualifications:** We are actively seeking inspirational school leaders with a proven track record of success and a commitment to education reform.

Candidates must possess general project management skills, along with specific management and planning skills related to running an organization.

A Masters Degree (or above) in Education is preferred, as is experience leading a student-oriented organization.

3+ years as a teacher and/or school administrator, and team leadership skills, especially around the coaching and direct management of other professionals are also preferred but not required.



summit  
public schools

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# My PLP

[name]

Coach: [coach name]

Buddy: [buddy name]

## Table of Contents

[Student Performance](#)

[My Self-Assessment](#)

[SKILL 1: \[Enter skill name\]](#)

[My Self-Assessment](#)

[SKILL 2: \[Enter skill name\]](#)

[My Self-Assessment](#)

[SKILL 3: \[Enter skill name\]](#)

[My Goals & Learning Plan](#)

[My Weekly Plan](#)

[My Weekly Plan](#)

[5-day planner](#)

[Week Overview](#)

[My Reflections on Learning](#)

# Student Performance

## Data Reflection

### Directions

Take a look at student performance data in the PLP and elsewhere. Reflect on student progress.

- How many of your students are meeting their goals for the year?
- Which students are exceeding, meeting, or not meeting their goals?
- If students are not meet their goals, what are the reasons?
- What trends do you notice?

# My Self-Assessment

## SKILL 1: [Enter skill name]

1-Novice	2-Capable	3-Accomplished	4-Capacity Builder
[CLICK HERE and paste rubric row]			

### Evidence

Reflect on why you gave yourself this score. Cite or link to evidence.

### Score

[today's date]	[end-of-year]

### Directions

- Pick up to three skills from the [Educator Skills Rubric](#) that can help you reach your student performance goal.
- Enter the name of one of the skills at the top of this page; copy and paste the rubric row into the cells to the left.
- Highlight the rubric language that describes your current ability level. Highlight the language that describes your desired level in a darker shade.
- Based on your highlights, rate yourself on this skill with a score between 0-5. You may use increments of .5. Enter the date and your score in the box above.
- Reflect on why you gave yourself the score. Cite or link to evidence.

# My Self-Assessment

## SKILL 2: [Enter skill name]

1-Novice	2-Capable	3-Accomplished	4-Capacity Builder
[CLICK HERE and paste rubric row]			

### Evidence

Reflect on why you gave yourself this score. Cite or link to evidence.

### Score

[today's date]	[end-of-year]

### Directions

- Pick up to three skills from the [Educator Skills Rubric](#) that can help you reach your student performance goal.
- Enter the name of one of the skills at the top of this page; copy and paste the rubric row into the cells to the left.
- Highlight the rubric language that describes your current ability level. Highlight the language that describes your desired level in a darker shade.
- Based on your highlights, rate yourself on this skill with a score between 0-5. You may use increments of .5. Enter the date and your score in the box above.
- Reflect on why you gave yourself the score. Cite or link to evidence.



# My Self-Assessment

## SKILL 3: [Enter skill name]

1-Novice	2-Capable	3-Accomplished	4-Capacity Builder
[CLICK HERE and paste rubric row]			

### Evidence

Reflect on why you gave yourself this score. Cite or link to evidence.

### Score

[today's date]	[end-of-year]

### Directions

- Pick up to three skills from the [Educator Skills Rubric](#) that can help you reach your student performance goal.
- Enter the name of one of the skills at the top of this page; copy and paste the rubric row into the cells to the left.
- Highlight the rubric language that describes your current ability level. Highlight the language that describes your desired level in a darker shade.
- Based on your highlights, rate yourself on this skill with a score between 0-5. You may use increments of .5. Enter the date and your score in the box above.
- Reflect on why you gave yourself the score. Cite or link to evidence.



# My Goals & Learning Plan

[skill1]	[skill2]	[skill3]
<b>My goal</b> [describe in your own words]	<b>My goal</b> [describe in your own words]	<b>My goal</b> [describe in your own words]
<b>Learn on Your Own</b> •	<b>Learn on Your Own</b> •	<b>Learn on Your Own</b> •
<b>Learn from Others</b> •	<b>Learn from Others</b> •	<b>Learn from Others</b> •
<b>Develop &amp; Demonstrate SKILL</b> •	<b>Develop &amp; Demonstrate SKILL</b> •	<b>Develop &amp; Demonstrate SKILL</b> •

## Directions

1. Enter up to 3 skills to focus on.
2. Describe your goal in your own words .
3. Enter learning experiences for each goal; feel free to cut and paste from learning menus.

# My Weekly Plan

## 5-day planner

	GOAL 1	GOAL 2	GOAL 3
Mon			
Tues			
Wed			
Th			
Fri			

## Week Overview

	GOAL 1	GOAL 2	GOAL 3
Short-term goal			
Learning experiences			

# My Reflections on Learning

Date	Reflections	Tags / Topics

## Directions

1. As you complete learning experiences, reflect on them in the space to the right.
2. Tag with a skill, habit, topic or other keyword that will help you synthesize and search for your reflections.

# My Evidence

Portfolio Artifacts			
Date	Artifacts (include link)	Skill(s) demonstrated	Notes / Reflections

# Faculty Expeditions Overview

**Vision Statement:** *Every Summit educator is an empowered, self-directed and continuous learner who is directly improving student outcomes every day.*

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1. [Context](#)
2. [Objectives](#)
3. [Assumptions](#)
4. [Self-Directed Time Overview and Suggested Activities](#)
5. [Structured Time Overview](#)
6. [Other](#)
7. [Role Delineation](#)
8. [Use Case of Self-directed Time](#)
9. [Leadership Opportunities](#)
10. [Calendar](#)

## Context

Since the inception of Summit Preparatory Charter School over ten years ago, Intersession has been an integral part of the academic model for students and an integral part of our professional development model for faculty. Partially because of Faculty Intersession, Summit continues to attract talented, dedicated faculty members; we have the space, time, and support to develop as professionals and as teams. Intersession's structure has taken very different forms through the years, from highly autonomous to highly structured, depending on our evolving individual and collective needs. However, Faculty Intersession has always focused on what's most important: how we best prepare our students for success in college and life by becoming the best teachers, leaders, and mentors that we can be.

For ten years, Faculty Intersession occurred in two blocks: Winter Intersession spanned four weeks after winter break and Spring Intersession took place over four weeks at the end of the academic year. There were great advantages and challenges to this long-standing structure. One important advantage was that, because all faculty members were released simultaneously, we were able to gather together across the network. Disadvantages included there being very little time to step back, reflect, and plan during the first semester. Additionally, we were rarely able to model great teaching, leading, and mentoring with one another because students were released at every site at the same times. As we were able to create economies of scale with an Expeditions team for students, not only are students able to have a higher-quality experience during Expeditions, but we are able to explore professional development opportunities never before possible.

In previous years, Intersession was planned with the implied distinction between "site time" and



“SPS time.” While this delineation will still be helpful in clarifying who leads what during Intersession, the taxonomy of “**Self-directed Time**” and “**Structured Time**” is perhaps more helpful in distinguishing between these building blocks of Intersession time. These two views should still keep clear who leads what: SPS (specifically A\*Team) will lead the Self-directed Time, while sites will lead the Structured Time.

(By “leads,” I essentially mean, “make sure it gets done.” To lead does not necessarily mean to directly do, facilitate, or even plan, though it may nevertheless include all of those. Leading means doing whatever is necessary to engage all strategy partners and contributors to create the best experience possible.)

### **High-Level Objectives of Expeditions**

- **Collaboration:** We work together to develop skills and content knowledge to more effectively wear all three of our hats (as teachers, mentors, and leaders).
- **Self-direction:** We develop mindsets and strategies that build self-directed learning in our students and in ourselves.
  - **Highly-engaged, continual learning:** Professional Development is confined neither by time nor space, but is synonymous with learning—and, as a learning organization, it is the air we breathe.

### **Assumptions**

1. All of us want to develop as self-directed learners and as collaborative team members. Doing so takes time and support.
2. We must balance the needs of running a great organization with those of developing as individuals and as teams. Some Structured Time is necessary to ensure that plans are in place to meet the needs of students, although the goal is to spend as much time developing professionally as possible, and as little time as possible handling logistics, urgent concerns, and “housekeeping.”
3. The ideal position for Academics Team and Red Team members is to be supports and coaches to teaching faculty, who develop as leaders by taking opportunities for leadership. As we move towards this ideal, it is strongly encouraged for all teachers to lead at least one activity—big or small—during each intersession block. Opportunities for such leadership are noted below.
4. There will always be sessions and discussions that require 100% attendance/participation by faculties. These will fall under Structured Time.
5. A\*Team members cannot be present on Wednesdays since that’s the day we hold our weekly meetings, so Wednesdays will be 100% site-facilitated.

### **Self-Directed Time (led by A\*Team)**

Self-directed learning is a belief that drives at the heart of our individual and combined success. The more successful we are at supporting our students in becoming self-directed learners, the more likely our students will be prepared for college, career, and life. With that in mind, it is important to note that our students are best set up to become self-directed if they have us as positive models of the behaviors of:

- Persistence
- Responding positively and productively to setbacks
- Challenge seeking
- Strategy shifting
- Appropriate help-seeking.

The same framework that students use to drive their own learning, the self-directed learning cycle, is useful for us. We should be **reflecting** on our individual and collective strengths and weaknesses, setting **goals** to continually improve, **planning** to efficiently meet our goals, **learning** in the ways that best suit our needs, **demonstrating** our learned knowledge and skills in work that is meaningful to us, and beginning the cycle again by honestly **reflecting** on how far we have come and how far we have left to go.

And, just as we are hoping to move our students towards setting the best possible goals—goals that are not only based on performance (get an “A” on my math project) but also those that are framed as learning goals (get comfortable regularly factoring polynomials), building on their strengths as well as addressing their weaknesses, and are often shared with others in their community—we are also driving towards the creation of learning goals and communal goals. Self-directed learning is, after all, learning. And learning is quite often a social act. By becoming better self-directed learners, we have the opportunity to become a stronger community.

Below are several activities that suit the objectives of Self-directed Time:

#### *Self-directed Learning Cycle - over the course of several days*

- Linked to all objectives
- Based on the day, each faculty member will engage in one or more aspects of the SDLC, eventually completing a full cycle throughout the course of a two-week Intersession.
- Furthermore, each teacher will be completing the SDLC while wearing all three hats (if feasible); they will reflect, set goals, make plans, learn, show what they've learned, and reflect once more as a teacher, mentor, and leader.
- By the end of Intersession, each teacher is expected to share at least one product, both directly with their faculty and via Google Drive with the rest of the organization.
  - By sharing their product publicly with the organization, we hope to encourage greater learning across the organization, greater collaboration, and an efficient

- way to make sure that work is not duplicated across sites
- Products are tied directly to goals. A couple examples of products to provide color:
    - As a classroom teacher: Backwards-planned design for the upcoming project along with supplementary materials
    - As a leader: Organize the Day Away for my faculty / Facilitate a Faculty Community Time Socratic Seminar / Design and facilitate an optional workshop on classroom management
  - A\*Team will provide [a plan/structure for this “showing” step](#) on the final Friday of Intersession
  - For the final 45 minutes of Intersession, you will reflect as a team on your Expeditions experience. You’ll spend the first 15-20 minutes of this time completing [this form](#), then coming together as a full faculty to discuss your responses.
  - There are several opportunities for teachers to take leadership roles throughout this Self-directed Learning Cycle, detailed below.

#### *Days Away - at least seven hours per Intersession*

- Linked to all objectives
- Every Tuesday (twice per Intersession), the sites on Intersession visit other campuses to observe various aspects: a CLT member implementing the same project, a GLT member and the classroom norms they’re using, student culture, Follow-a-Student, etc.
- Teachers can access the [Days Away playlist](#) for resources around norms for the Day Away, observation protocols, and other items
- With enough advance notice, sites can choose to hold a Day Away on a Friday to observe how another school conducts Community Time, PLT, and 1:1 check-ins
- This is a great opportunity for a faculty member to take a leadership role as the Days Away Leader/Organizer

#### *Summit Faculty Reads - 80 minutes per week*

- Linked to the second and third objectives
- Every morning during Intersession, every faculty member spends the first 20 minutes of the day on-campus reading.
- Sites should introduce this to their faculties ahead of time, though it should not be a very time-consuming set-up; it’s a very self-directed process for 20 minutes each morning.
- These texts are being added to the playlist on an ongoing basis. They will probably be related to the latest research on self-directed learning, emotional intelligence, cognitive skills, non-cognitive skills, how people learn, etc.
- This is a potential opportunity for a faculty member to take a leadership role as the Summit Faculty Reads Liaison. With any help needed from Kieran, this teacher can introduce this structure to his/her faculty and continually recommend texts that can be added to the [Summit Faculty Reads playlist](#).

#### *Faculty Forums - during Self-directed Time*

- Linked to all three objectives
- Teachers have the opportunity to propose topics to discuss in forums. Other teachers can view the shared Google doc and choose to opt-in for the discussions. (Basically, think EdCamp.) These discussions could also take the form of Socratic Seminars, if a facilitator so chooses.
- Red Team and A\*Team members are strongly encouraged to attend as full participants in the conversations. Besides pushing each others' thinking on the topic at hand, hopefully this can go some way towards addressing recent issues like inefficient communication across the organization, miscommunication across the organization, etc.
- Once a faculty's goals are established on the first Monday, KMc will send out a Faculty Forum blank template via Google docs for teachers to begin populating with discussion ideas so that other teachers can opt-in
- This is a great opportunity for a faculty member to take a leadership role as a Faculty Forum facilitator. This person would propose a topic for discussion, encourage others to attend, potentially create an agenda, and facilitate the discussion.

#### *Optional Workshops - during Self-directed Time*

- Linked to all three objectives
- These workshops differ from Faculty Forums in that they are focused on a skill in which a teacher has displayed expertise and wants to coach other teachers on how to develop that specific skill, whereas Faculty Forums should focus on a central question or topic for discussion. (Think of Intersession workshops in the past around classroom management, cultural awareness, literacy in the classroom, ELL strategies, etc.)
- This is a great opportunity for a faculty member to take a leadership role as a PD Workshop facilitator. Much like with Faculty Forums, this teacher would propose a workshop focusing on a skill in which he/she wants to coach other teachers on.

#### **Structured Time (led by sites)**

Structured Time is no less important than Self-directed Time. What happens in Structured Time is merely different. Structured Time will be structured by individuals (such as Red Team members) and/or teams (such as Intersession Planning Teams) at each site. This time will be focused on needs and topics that require the participation of the entire group at one time.

Some structures that will take place in these sections of Intersession include:

#### *Faculty Community Time - one hour per week*

- Linked to the first and third objectives
- Socratic Seminars related either to relevant Summit Faculty Reads texts, a blogpost from Jesse's Community blog, or some other relevant topic
- Socratic Seminar (there will be 6 or 7 the rest of this year per site) could be facilitated by a different faculty member every time, giving teachers an opportunity to develop their facilitation skills

- For sites with larger faculty numbers, teachers should be broken up into more than one group, giving more teachers the opportunity to facilitate the seminar
- Sites/teachers will be responsible for leading the various aspects of this: determining the topic and guiding questions for the Socratic Seminar, facilitating the Socratic Seminar or finding facilitators for them, etc.
- This is a great opportunity for a faculty member to take a leadership role as either the Faculty Community Time Liaison or a facilitator of a Socratic Seminar. The Faculty Community Time Liaison would be responsible for determining the topic and guiding questions for the Friday Socratic Seminar ahead of time; Jesse's Community Time blog and the Summit Faculty Reads texts are good starting points. This teacher would also be responsible for making sure there are enough facilitators to run the seminars.

*Time needed for site discussions*

- Purely led and scheduled by sites

*Time with SPS teams outside of the A\*Team*

- Purely led and scheduled by sites

**Could Fall Into Either Category (TBD on an ongoing basis)**

During the one-week Intersessions, sites expressed a desire to receive specific PD around pressing cognitive and non-cognitive needs that a) all teachers attended and b) was facilitated by Academics Team members and others. As the year goes on, we should revisit both of these aspects to continually determine if 100% attendance is always necessary and if teachers want to step up to lead these sessions, given appropriate support by any member of the A\*Team and/or other teams.

*Cognitive Skills PD*

- PD workshops or self-directed learning around the Cognitive Skills Rubric, ShowEvidence, classroom instruction best practices, discussions around how to best prepare students for success on projects...whatever topics best fit the needs of sites at various points of the year (from experience, these topics have been evolving fairly rapidly over time)

*Non-cognitive Skills PD*

- PD workshops or self-directed learning around non-cognitive skills, the Habits of Success, 1:1 mentoring, the PLP Tool, and the SDLC...again, whatever topics best fit the needs of sites at various points of the year

*Curriculum Iteration PD*

- Ensure all teachers know what it means to iterate on our shared curriculum, and show exactly what that looks like so that all teachers are following the same processes.

*College Readiness PD*

- Meetings with 11th and 12th grade mentors to provide all relevant PD and make sure mentors are clear on pertinent application and financial aid related information, as well as upcoming deadlines, forms, college visits, etc.
- Danielle will liaise with each site’s College Readiness contact to determine the best day and time to provide this PD

*Other to-be-determined structures*

- As the year(s) go on, there will obviously be times when new structures and PD will be necessary and appropriate. It is important to remain flexible in the future so that these needs are met.

**In Potentially Easier-to-Read Chart Format**

<b>Self-Directed Time (primarily led by A*Team)</b>	<b>Structured Time (mandatory, primarily led by sites)</b>	<b>To be determined on an ongoing basis</b>
Self-directed chunks of time (primarily for elements of SDLC)	Days Away (half)	Cognitive Skills PD
Days Away (half)	Faculty Community Time	Non-cognitive Skills PD
Summit Faculty Reads	Time needed for site discussions	Curriculum Iteration PD
Faculty Forums	Time with SPS teams outside of the A*Team	College Readiness PD
Optional Workshops		

**Role Delineation**

<b>Self-Directed Time</b>	<b>Structured Time</b>
<p>Teachers:</p> <ul style="list-style-type: none"> <li>• Develop as teachers, leaders, and mentors.</li> <li>• Work through the Self-Directed Learning Cycle to accomplish important learning goals.</li> <li>• Work effectively and purposefully, both independently and collaboratively.</li> </ul>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• Develop as teachers, leaders, and mentors.</li> <li>• Work collaboratively to address site needs that require all faculty members focused on the same thing at the same time.</li> <li>• Lead and/or facilitate the learning, discussion, and decision making.</li> </ul>

<p>Site Leaders:</p> <ul style="list-style-type: none"> <li>• Develop as teachers, leaders, and mentors.</li> <li>• Help coach faculty members in the Self-Directed Learning Cycle.</li> <li>• Per site discretion, develop a guiding/unifying focus for each goal (eg, “This intersession, we will develop together as teachers by collaborating to backwards plan all projects in the first semester”)</li> <li>• Work with Academics Team and site faculty to ensure that meaningful structures and opportunities are provided to best accelerate learning in Self-Directed Time.</li> </ul> <p>A Team:</p> <ul style="list-style-type: none"> <li>• Lead the creation of the plan and vision for Self-Directed Time.</li> <li>• Document the plan and post publicly in Drive.</li> <li>• Ensure that everyone not only understands, but is invested in the success of this time.</li> <li>• In advance of Intersession, work with site faculty and administration to ensure that logistics for Self-Directed Time meet the needs of faculty, and are neither too prescriptive nor too unstructured.</li> <li>• Coach faculty members who are interested in taking leadership opportunities such as providing workshops in Self-Directed Time.</li> <li>• Create systems, emphasize norms, and design materials and structures that facilitate effective, efficient collaboration and work.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with site leaders to plan this time.</li> </ul> <p>Site Leaders:</p> <ul style="list-style-type: none"> <li>• Develop as teachers, leaders, and mentors.</li> <li>• Work with faculty members (and potentially others) to organize and lead this time.</li> <li>• Lead and/or facilitate the learning, discussion, and decision-making.</li> <li>• Clarify the objectives of this time.</li> <li>• Document the plan and post publicly in Drive.</li> </ul> <p>A Team (as well as Info Team and others):</p> <ul style="list-style-type: none"> <li>• Be flexible and available as strategy partners to help sites plan and lead this time.</li> <li>• If possible and desired by the site leaders (teachers and administrators), facilitate sessions with faculty around topics that require specific expertise and are best facilitated by a member of a team outside of the school site. NOTE: This will only happen if the site specifically makes the request.</li> </ul>
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**Use Case of Self-directed Time**

- In Room 1, an English teacher is leading a morning workshop with interested colleagues around the theme of scaffolding reading. She designed this workshop in close

collaboration with an Academics Team member and due to the demonstrated needs of her colleagues and students.

- In Room 2, two teachers are working together to create the backwards plan for an interdisciplinary project they will be teaching in a few weeks. They are revising the steps of the Learning Module so that their CLTs will be able to benefit from their work, and they're documenting their work in TPINs.
- In Room 3, the math department is meeting to address the issue that they have encountered individually and in many of their CLTs. The issue is that many of the projects in Show Evidence, as currently designed, are not yet designed to authentically assess cognitive skills, and so they are finding themselves spending more time teaching content to students than they had wanted. The ED is also in the room to offer instructional leadership, and Buck Institute materials are scattered about as references.
- In Room 4, a teacher works individually, providing feedback on student work. The CLT is planning to calibrate on the project and this teacher is sampling the anchor papers...but needs to finish grading first!
- In Room 5, one faculty member has taken on the task of building a playlist and a short PD module for later in the week that emphasizes ways to diagnose and address the need 24% of the school's students have to appropriately manage their time. Jesse Roe is on Google Hangouts as a resource and co-planner.

### **Leadership Opportunities for Teachers**

1. Days Away Leader
2. Summit Faculty Reads Liaison
3. Faculty Forum facilitation
4. PD workshop facilitation (classroom management, cultural awareness, etc.)
5. Faculty Community Time facilitation (of Socratic Seminar)
6. Faculty Community Time Leader
7. PD facilitation around cognitive skills, non-cognitive skills, curriculum iteration, and College Readiness (with assistance from appropriate A\*Team members)
8. Facilitating any Structured Time session planned by a site
9. Creating a playlist or other resource (as part of their "Showing") that teachers can use for their own learning in future Intersessions
10. As the year goes on, leading a certain aspect of the SDLC during Intersession (creating a process for how it's implemented, potentially organizing teachers into PLCs, etc.)



## Recommended Intersession Calendar

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Reflect / Set goals / Plan</b>	<b>Learn</b>	<b>Plan / Learn</b>	<b>Learn</b>	<b>Learn</b>
9:00 - 9:20 Summit Faculty Reads  9:20 - 2:00 Self-directed Time, focusing on reflecting, setting goals, and making a plan  2:00 - 4:50 Structured Time  4:50 - 5:00 Group reflection	9:00 - 9:20 Summit Faculty Reads  9:20 - 4:00 Day Away  4:10 - 5:00 CLT	9:00 - 9:20 Summit Faculty Reads  9:20 - 1:30 Structured Time (must be site-facilitated)  1:30 - 4:50 Self-directed Time  4:50 - 5:00 Group reflection	9:00 - 9:20 Summit Faculty Reads  9:20 - 1:30 Structured Time  1:30 - 5:00 Self-directed Time, focusing on learning	9:00 - 10:00 Faculty Community Time  10:00 - 1:30 Self-directed Time, focusing on learning and showing (by beginning to create products)  1:30 - 4:50 Structured Time  4:50 - 5:00 Group reflection

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Learn / Show (by creating)</b>	<b>Learn</b>	<b>Learn / Show (by creating)</b>	<b>Learn / Show (by creating)</b>	<b>Show / Reflect</b>
9:00 - 9:20 Summit Faculty Reads  9:20 - 2:00 Structured Time  2:00 - 4:50 Self-directed Time, focusing on learning and showing  4:50 - 5:00 Group reflection	9:00 - 9:20 Summit Faculty Reads  9:20 - 4:00 Day Away  4:10 - 5:00 CLT	9:00 - 9:20 Summit Faculty Reads  9:20 - 1:30 Structured Time (must be site-facilitated)  1:30 - 4:50 Self-directed Time  4:50 - 5:00 Group reflection	9:00 - 9:20 Summit Faculty Reads  9:20 - 1:30 Structured Time  1:30 - 5:00 Self-directed Time, focusing on learning and showing	9:00 - 10:00 Faculty Community Time  10:00 - 1:15 Structured Time  1:15 - 4:15 Self-directed Time, focusing on showing (sharing of products)  4:15 - 5:00 End of Intersession reflecting

## Distilled Summary

The calendar above is the recommended calendar; still, chunks of time can be shifted around by a site's discretion. Kieran is more than willing to collaborate with an Expeditions Planning Team or an admin team ahead of time to assist in that scheduling. What matters more in this discussion is the overall amount of time dedicated to certain activities, rather than deciding right now exactly when everything will happen. So in the end, this is what each site would be consenting to:

- At least 50% of the total Intersession time is dedicated for Self-directed Time, with the ideal being much more than 50%
- 80 minutes of self-directed reading per week, ideally from the Summit Faculty Reads playlist
- One hour-long Socratic Seminar per week (topics TBD by site, though one suggestion is to go off of [The Community Blog](#))
- Approximately seven hours of off-campus observations per Intersession
- Facilitating the SDLC steps of “reflection” and “goal-setting” either prior to the first day of Expeditions or on the first day
  - *Rationale:* For A\*Team to be able to reach out and support faculty members in reaching their goals, this needs to happen as early as possible to maximize our time with teachers during Intersession. The appropriate A\*Team member plans to contact each teacher no later than the first Wednesday of Intersession to offer support.
  - A LP has already been created for this purpose, should you need one
- Facilitating the SDLC steps of “[show](#)” and “[reflect](#)” on the last day of Expeditions
  - The timeframes for each step are approximately 3 hours for showing and 45 minutes for reflecting, both on the final Friday afternoon
  - A suggested process for this is provided through the links above
- Public documentation of each teacher's Intersession goals and products for the purposes of organization-wide learning, collaboration, and efficiency (so that teachers at different sites aren't creating the same products)

# **SAMPLE: Sexual Harassment Policy**

## **Policy Statement**

Summit Public Schools is committed to providing and continuing to provide a cooperative and comfortable work environment free of sexual harassment of any kind. This policy is intended to be consistent with, and intended to be, enforced in conformance with the California Fair Employment and Housing Act as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace.

The policy of Summit Public Schools forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. The school will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

## **A. Definitions**

1. Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected by for such employee's sex.
2. Unwelcome Conduct of a Sexual Nature.
  - (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
  - (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.
  - (c) The Charter School prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

## **B. Sexual Harassment Prohibited**

1. For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature constitute prohibited sexual harassment if:
  - (a) submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation,

where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);

(b) submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and

(c) the conduct substantially interferes with an employee's student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected).

## 2. Specific Prohibitions. a. Administrators and Supervisors.

(1) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

(2)

a. Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

b. Non-managerial and Non-supervisory Employees - It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

c. Employees and Students - It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

## **C. Reporting, Investigation, and Sanctions**

1. It is the express policy of the Charter School to encourage victims of sexual harassment to report such claims. The School understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of the School should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken. This may be done through the employee grievance resolution procedure or by reporting such matters to the onsite Administrator/Director/Principal.

(a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.

(b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.

Every reported complaint of harassment will be investigated promptly and thoroughly by School staff. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, the School will notify the complainant of the results of the investigation. The School will make every effort to handle the investigation in as Confidential a manner as possible consistent with a thorough, fair and proper investigation. It should be understood that and the School will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment. If you feel you have been subject to retaliation in any form, you should report it to your supervisor or the appropriate school administrator.

(c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.

2. In determining whether alleged conduct constitutes sexual harassment the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated. Summit Public Schools has a responsibility to investigate and resolve complaints of sexual harassment.

3. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate authorities.

### **Filing Complaints with State and Federal Agencies**

In addition to notifying the School of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies including the Department of Fair Employment and Housing (DFEH), which has authority to conduct investigations of facts. The deadline for filing complaints with the DFEH is two years from the date of the alleged unlawful conduct. If the DFEH believes that a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and

Housing Commission or file a lawsuit in court. Both the California Fair Employment and Housing Commission (FEHC) and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC at the locations listed in the School's DFEH poster or by checking the state government listings in the local telephone directory:

# **SAMPLE: Preventing Sexual Abuse Policy**

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## I. Screening and Selection for Work with Students

*All programs must adhere to screening and selection criteria required by licensing boards. In addition, the following steps must be completed before an applicant is released to work with students in a **paid** or **unpaid position**.*

### A. New Personnel

1. All applicants for Personnel positions regularly working with or around students are required to complete the following, without exception:
  - a. **A standard application** that includes a release of information to conduct background checks.
  - b. **Criminal records check** in any state where the applicant has resided during the past 7 years.
  - c. **Sexual offender registry** check in any area where the applicant has resided the past 7 years.
2. For paid and unpaid positions with repeated contact with students, applicants must have individual interviews and reference checks.
3. All applicant records must be documented in a personnel file which is to be kept in **Charter School** offices.

### B. Existing Personnel

For Personnel who have worked at the school for six months or more, the application, criminal records check, and sexual offender registry check will complete their screening process.

1. For Personnel who have worked in the program for six months or less, a face to face interview and reference checks must also be documented in the file.
2. Criminal records check will be conducted every 5 years of a Personnel's paid or unpaid position.
3. Personnel who transfer within Summit Public Schools are required to request in writing for their personnel files to be transferred to the new program or location.
4. All Personnel will have a clear job description.

## II. Training Requirements

### A. General Training Requirements



1. All Personnel are required to complete a basic orientation prior to contact with students. New Personnel are required to review this policy and agree to comply with the school Code of Ethics.
2. All Personnel are required to complete basic abuse prevention training within 30 days of beginning work with students.
3. All personnel are required to complete additional abuse prevention training every two years.
4. Documentation of training is maintained in personnel files.

#### B. Additional Training Requirements

1. Personnel who are responsible for screening and selecting Personnel to work with students are required to complete specialized training in screening and selection.
2. Personnel in supervisory positions are required to complete training in monitoring, supervision and responding to concerns.

### III. Conduct with Students

The following guidelines are intended to assist Personnel in making decisions about interactions with students in **Charter School**. For clarification of any guideline or to inquire about behaviors not addressed here, contact the Principal of **Charter School**.

#### A. General Conduct

1. Personnel are responsible for releasing students in a custodial care relationship only to parents, legal guardians or other persons designated by parents or legal guardians. In the event that Personnel are uncertain of the propriety of releasing a student, they should locate or contact their immediate supervisor before releasing the student.
2. Personnel will report unmanageable or unusual behavior of students to parents or legal guardians as soon as possible.
3. Personnel are prohibited from the use, possession, distribution, or being under the influence alcohol, tobacco products, or any illegal drugs while in the presence of students.
4. Personnel may occasionally be in a position to provide transportation for students. The following guidelines should be strictly observed when Personnel are involved in the transportation of students:

- a. With the exception of emergency situations or for medical need, students should never be transported without written permission.
  - b. Students should be transported directly to their destination. No unauthorized stops should be made.
  - c. Personnel will avoid unnecessary and/or inappropriate physical contact with students while in vehicles.
  - d. Drivers who are assigned to transport students must be at least 21 years old.
  - e. Transportation logs will be utilized at all times.
  - f. Whenever possible, Personnel should endeavor to utilize two adults when transporting.
5. Personnel will respond to children with respect and consideration and treat all children equally, regardless of sex, race, religion, culture or socio-economic status. Personnel will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.
  6. Personnel are prohibited from speaking to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Personnel are expected to refrain from swearing in the presence of students.
  7. One to one counseling with students will be done in a public place where private conversations are possible but occur in full view of others.
  8. Personnel are cautioned against initiating sexually oriented conversations with students. Staff in a mentoring or counseling relationship may respond to sexually oriented questions or comments from students, but will do so in a manner consistent with school values and the position statements of Summit Public Schools. Personnel are not permitted to discuss their own sexual activities with students.
  9. All Personnel, including personnel under the age of 18, will maintain appropriate boundaries when in positions of power with program participants.
  10. Personnel will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.
  11. Money or gifts will not be given to children or youth, except for within the context of a group gift, given to all participants in celebration of special events or recognition.
  12. Personnel will never be rude or inappropriately dressed in presence of students. Personnel must be well groomed and appropriately dressed at all times.

13. Personnel are prohibited from possessing any sexually oriented or morally inappropriate printed materials (magazines, cards, videos, films, clothing, etc) on **Charter School** property or in the presence of students.
14. Personnel are prohibited from viewing or downloading any sexually oriented or morally inappropriate internet materials on **Charter School** property or in the presence of students.
15. In the event of the school participating in a field trip, personnel are prohibited from sleeping in the same beds, sleeping bags or small tents with students.
16. Any contact between Personnel and students which takes place outside the context of scheduled activities or job description (phone calls, letters or face to face conversations) and is unrelated to program sponsored by **Charter School**, will be permitted only with the express approval of the child's parents. Parents must be advised of the nature of the contact, and that such is not part of a **Charter School** activity.

## B. Physical Contact

Summit Public Schools has implemented a physical contact policy that will promote a positive, nurturing environment while protecting children and Personnel from misunderstandings. The following guidelines are to be carefully followed by all Personnel working with students.

1. Appropriate affection between Personnel and students is to be maintained at all times. The following forms of affection are regarded as appropriate examples for most **Charter School** sponsored and affiliated programs:
  - a. Side Hugs.
  - b. Pats on the shoulder or back.
  - c. Handshakes.
  - d. "High Fives" and hand slapping.
  - e. Verbal praise.
  - f. Touching hands, faces, shoulders and arms of students.
  - g. Arms around shoulders.
  - h. Holding hands while walking with small children.
  - i. Sitting beside small children.
  - j. Kneeling or bending down for hugs with small children.
  - k. Pats on the head when culturally appropriate.
2. Some forms of physical affection have been used by adults to initiate inappropriate contact with students. In order to maintain the safest possible

environment for students, the following are examples of affection that are not to be used in Charter School sponsored and affiliated programs:

- a. Full body hugs or lengthy embraces.
- b. Kisses on the mouth.
- c. Holding students over two years old on the lap.
- d. Touching bottoms, chests or genital areas.
- e. Showing affection in isolated areas of the program such as bedrooms, closets, staff only areas, or other private rooms.
- f. Sleeping in a bed with a child.
- g. Touching knees or legs of students.
- h. Wrestling with students.
- i. Tickling students.
- j. Piggyback rides.
- k. Any type of massage given by child or youth to adult.
- l. Any type of massage given by adult to child or youth.
- m. Any form of unwanted affection.
- n. Compliments that relate to physique or body development

### C. Discipline Procedures

1. Personnel are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students.
2. Personnel are prohibited from using the following techniques for behavior management under any circumstances:
  - a. Isolation, except as needed for the child to gain self-control, and then only under the supervision of an adult, and no longer than 15 minutes.
  - b. Withholding food or water.
  - c. Degrading punishment.
  - d. Work assignments unrelated to a natural or logical consequence.
  - e. Group punishment for one child's behavior.
  - f. Excessive exercise.
  - g. Withholding access to contact with parents or guardians.
  - h. Withholding or using medications for punishment.
  - i. Mechanical restraint such as rope or tape to restrict movement.
  - j. Physical restraint.
3. Personnel must use positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than inappropriate competition, comparison and criticism.

4. Personnel will have age appropriate expectations and guidelines that minimize the need for discipline.

## **IV Supervision of Programs**

### **A. General Monitoring**

- Personnel will never leave a student unsupervised.
- Personnel must avoid being alone with a single student where they cannot be observed by others.
- In special programs that require one to one contact, additional
  - safeguards must be in place. Examples of safeguards include surveying of students, contact with students by supervisors and contact logs which are kept by Personnel
- A minimum of two screened adults should be available in each program facility.
- The adult-child ratio should meet state guidelines and should be directly related to the goals of the program, the design of the facility, and the use of other community resources.
- The adult-child ratio should be adjusted for those programs that serve students with special needs.
- Parents and guardians are encouraged to be part of any and all school activities in which their children are involved. Parents have an open invitation to observe activities in which their children are involved. However, parents who desire to participate in or have continuous, ongoing contact with their child's programs are required to complete the volunteer application process.
- Charter School office will maintain up to date list of approved Charter School sponsored programs for students. The list will include activities, purpose, sponsors or coordinators of the programs, meeting times and locations.
- Personnel are not permitted to develop new activities for children and youth without approval from the Director. Requests to develop new activities should be submitted in writing.

### **B. Facility Monitoring**

- All unused rooms, storage areas, and closet doors must be kept locked at all times.
- All unused buildings and areas must be designated, posted and enforced as off-limits to children.
- All students are required to remain in facility areas that are easily viewed by Personnel.
- All facilities are required to utilize open doors, open blinds and windows to allow informal monitoring by passerby.

## V. Reporting of Problems

### A. Reporting of *Inappropriate Behaviors* with Students

1. Because Charter School is dedicated to maintaining a zero tolerance for abuse, it is imperative for every member of this community to participate actively in the protection of children and youth. In the event that Personnel observe any suspicious or inappropriate behaviors on the part of other Personnel, it is their personal responsibility to immediately report their observations. Examples of suspicious or inappropriate behaviors would be policy violations, neglectful supervisions, seeking private time with students, taking students off-premises without adhering to procedures, buying unusual gifts for children and youth, poor roles modeling, swearing or making suggestive comments to students. Inappropriate behaviors or policy violations that relate to interactions with students should be reported to the Confidential Hotline.

2. All reports of suspicious or inappropriate behavior with children and youth will be taken seriously. Charter School procedures will be carefully followed to ensure that the rights of all those involved are protected.

3. If at any point in gathering information about suspicious or inappropriate behavior, a concern arises that there is a possibility of abuse, the state authorities will be contacted and a report filed.

4. If at any point, policy violations with students are confirmed, Personnel will be subject to disciplinary action up to and including termination and possible prosecution.

## VI. Progressive Discipline

### A. Procedures

1. It is the policy of **Charter School** to maintain the highest quality personnel who exhibit exemplary conduct and superior performance. To this end, all Personnel are to be

informed by administration of what is expected of them in the performance of their roles, how to conform to **Charter School** policies and how well their performance meets expectations.

2. When Personnel performance or conduct does not meet expectations of **Charter School**, it is the responsibility of administration to address the problems (s) in a timely and equitable manner. The procedure would normally include four steps: 1) Counseling, 2) Formal Warning, 3) Probation, 4) Termination.

3. All documents associated with the Progressive Discipline Procedure are to be retained in the personnel file of the Personnel.

4. Refer to **Charter School** discipline policy for further details.



**summit**  
public schools

# Summit Public Schools APPLICATION FOR ENROLLMENT FALL 2015

## STUDENT INFORMATION

Legal Last Name: \_\_\_\_\_

Legal First Name: \_\_\_\_\_

Legal Middle Name: \_\_\_\_\_

Date of Birth (mm/dd/yyyy): \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Gender:  Male  Female

Which school(s) are you applying to?  Summit Denali  Everest Public High School  Summit K2

Summit Preparatory  Summit Shasta  Summit Rainier  Summit Tahoma

The student is currently enrolled at \_\_\_\_\_ (school).

Next school year (2015-2016), the student will be in grade  6  7  8  9  10  11  12

## GUARDIAN INFORMATION

**Parent/Guardian 1 Name:** \_\_\_\_\_ **Relationship to student:** \_\_\_\_\_

Residence Address \_\_\_\_\_

*Street*

*City*

*State*

*Zip Code*

Home Ph. (include area code): \_\_\_\_\_ Cell Ph. (include area code): \_\_\_\_\_

E-mail address: \_\_\_\_\_

Contact Preference:  E-mail  Text/Phone

**Parent/Guardian 2 (optional) Name:** \_\_\_\_\_ **Relationship to student:** \_\_\_\_\_

Use same address as Parent/Guardian 1 (If yes, skip to phone number below)

Residence Address \_\_\_\_\_

*Street*

*City*

*State*

*Zip Code*

Home Ph. (include area code): \_\_\_\_\_ Cell Ph. (include area code): \_\_\_\_\_

E-mail address: \_\_\_\_\_

Contact Preference:  E-mail  Text/Phone



Is the student Hispanic or Latino/a: \_\_\_\_\_ Yes \_\_\_\_\_ No

Please select up to 5 races/ethnicities that the student identifies as:

- |                                       |                             |                                |
|---------------------------------------|-----------------------------|--------------------------------|
| ____ American Indian or Alaska Native | ____ Asian Indian           | ____ Black or African American |
| ____ Cambodian                        | ____ Chinese                | ____ Filipino                  |
| ____ Guamanian                        | ____ Hawaiian               | ____ Hmong                     |
| ____ Japanese                         | ____ Korean                 | ____ Laotian                   |
| ____ Other Asian                      | ____ Other Pacific Islander | ____ Samoan                    |
| ____ Tahitian                         | ____ Vietnamese             | ____ White                     |

What is the primary language spoken by adults in your home? \_\_\_\_\_

Has your child ever received support (beyond regular classes) to learn the English language in school?  Yes  No

Has the student ever had an Individualized Education Plan (IEP)? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please provide additional details such as date the IEP was written, services received, and school of service:

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How did you hear about Summit? If it was a specific person or at a specific place, please include the name.

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Lottery Priorities:

\_\_\_\_ Sibling attended/graduated from school. Name of sibling: \_\_\_\_\_

\_\_\_\_ I am a Summit employee or board member.

\_\_\_\_ We are a Founding Family at the school.

#### ACKNOWLEDGEMENT OF INFORMATION

By signing this application, we acknowledge that all information provided is correct. In addition, we understand that admission to a Summit Public School is on a space-available basis. If more than 100 complete applications are received by the deadline for each school, Summit Public Schools will hold a random public lottery to fill the spaces. Summit Public Schools will e-mail or mail notification of enrollment status to families within one week of the lottery. Furthermore, we understand that upon receiving and processing an application, Summit Public Schools will produce a receipt for our family; if we do not receive a receipt it is our family's responsibility to determine if Summit Public Schools actually received the application.

Parent / Guardian Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Applications must be dropped off at a Summit school. Note that each school has a separate application deadline, which can be found on the website (<http://www.summitps.org/apply>). Additional information about each school can also be found in the application information packet, available at <http://tinyurl.com/summitapplication>**



*Application Packet  
For 2015-2016 Prospective Families*

**Summit's Mission:** To prepare a diverse student population for success in college and to be thoughtful, contributing members of society.

**Summit's Vision:** To provide a meaningful school experience that prepares young men and women not only for college, but also for adult life. Summit offers a program that develops the entire range of capabilities—intellectual, physical, emotional, and social—to equip its students with the knowledge, skills, and strength of character required for success in their life pursuits. The six core character traits that we strive to understand, model, and internalize are:

**COURAGE  
COMPASSION  
CURIOSITY  
INTEGRITY  
RESPECT  
RESPONSIBILITY**

*"If you would hit the mark, you must aim a little above it: Every arrow that flies feels the attraction of earth."  
Henry Wadsworth Longfellow*

**On the Web:**  
Summit Public Schools:  
[www.summitps.org](http://www.summitps.org)

## Our Mission

*To prepare Summit's diverse student population for success in college,  
and to be thoughtful, contributing members of society.*

*To meet this mission, we believe that each member of the community must be focused on two simple questions  
when interacting in the community:*

***Am I helping to develop student success in college?***

***Am I helping to develop student character?***

## Role of a Summit Student

### Priority Level 1: Owning My Future & Success

*My future and opportunities are all directly connected to the decisions I make and actions I take each and every day.*

- College Goal Setting
  - I have set a college goal for myself
  - I make plans that will enable me to achieve my college goal
  - My mentor and family members know exactly what I'm asking of them to support me to achieve my goals
- 1 to 1 Mentor Check-ins
  - I come prepared to my one-on-one meetings with a complete reflection and proposed goals and plans
  - My plan demonstrates how my actions are connected to my growth and learning
  - I know what to do next to meet my goals
- Group Mentor Check-ins
  - I reflect on my progress toward my goals in the Personalized Learning Plan (PLP) platform
  - I set new goals based on my PLP
- Community Time (long) and (daily)
  - I build real relationships with my mentor group
  - I act as a valued member of the school community
  - I improve my Habits of Success
- 1 to 1 Parent/Guardian Check-ins
  - I keep my parents informed about my progress at school

### Priority Level 2: Learning

I am learning new knowledge and improving my skills every day.

- Project Time
  - I complete my projects on time and with the quality level consistent with my grade
  - I improve my cognitive skills
  - I use the PLP platform and in-person conversations to get feedback from my teacher on how I can improve
- Personalized Learning Time (PLT) at School
  - I learn content and take and pass content assessments to stay on track in all of my classes
  - I try new study habits and use ones which I know are effective for me

- I access the resources that are available to me, like the PLP, tutoring bar, optional workshops, my classmates, etc.
- Summit Reads
  - I read for 25 minutes a day
  - I improve my reading skills
- Summit Solves
  - I work on math problems for 25 minutes a day
  - I improve my problem-solving skills
- Office Hours
  - I proactively attend office hours to seek help and support in improving my knowledge and skills
- Personalized Learning Time (PLT) at Home
  - I work at least 8 hours a week outside of regular school hours to improve my knowledge and skills
- Expeditions
  - I actively engage and immerse myself in my Expeditions courses
  - I use Expeditions to learn new and relevant things about myself, my community, and/or my world
  - I find or deepen a passion that I will pursue beyond classroom walls

### **Priority Level 3: Showing What I know and Can Do**

*The ability to demonstrate what I know and can do will create opportunities for me in college, career and life.*

- Grades and Report Cards
  - I earn grades that will enable me to attain my college goals
  - I set weekly goals and plans that enable me to achieve the grades I need in order to achieve my long-term goals
- College Applications
  - I am responsible for my college applications and use my family and mentor for support
  - I know what the colleges I want to attend are looking for and my performance is consistent with their expectations
  - I apply to and meet college deadlines
- Standardized Tests
  - I have a plan to accurately demonstrate my knowledge and skill on each standardized assessment because it will impact my goals and future
- Celebrations of Learning
  - I share work of which I am proud
  - I support the learning and growth of my classmates

### **Priority Level 4: School Community & Leadership**

*Developing the skills, knowledge and plan to be high performing with our students*

- Student Ambassador
  - I am welcoming to guests to our schools
  - I am behave like a model Summit student
- Pursuit of My Passions
  - I find a passion that I will pursue beyond classroom walls
  - I spend time engaged in my passion each week
- Camping Trip
  - I build real relationships with other members of the school community
  - I believe I am a valued member of the school community
- Study Trip

- I learn new and relevant things about myself, my community, and/or my world
- I know what I am looking for in a college
- Community Activities
  - I build real relationships with other members of the school community
  - I believe I am a valued member of the school community

## Foundation: Personal Stability

*My success depends upon my ability to be physically and mentally present and engaged.*

- Attendance
  - I attend school every day unless I have a contagious illness
  - If I am absent, I work to stay on track academically
- Timeliness
  - I am always on time to school
  - I am always on time to classes and appointments
- Health
  - I engage in physical activity regularly
- Wellness
  - I know how to make healthy food choices and make them most of the time
  - I eat breakfast and lunch daily so I stay healthy and am able to learn all day
- Sleep
  - I am well rested every day and ready to learn.
- Dress
  - I wear clothes that are comfortable and appropriate for the day's activities
- Focus
  - I am always where I am supposed to be when I am supposed to be there
  - I am reflective about my behavior and understand how it impacts other people.

## Role of a Summit Parent

### Priority Level 1: Ensure my student is at school and ready to learn

- Ensuring the physical, mental, and emotional health of student
- Ensuring student is on-time and present
- Ensuring student is picked up from school at appropriate time
- Arranging lunch for my student
- Enrolling and re-enrolling my student
- Completing accurately and returning school forms in a timely manner

### Priority Level 2: Partner with my student's mentor and the school on supporting my student

- Attending and engaging in the Personalized Learning Plan Family meeting (Sept)
- Building relationship and engaging with my student's mentor
- Actively learn about the Summit student experience
- Keeping informed and updated on the school's activities and happenings
- Supporting my student's extracurricular activities

### **Priority Level 3: Support students' academic success and college readiness at home**

- Checking in with my student regularly about their academic progress
- Understanding and reflecting on student's cognitive skills growth on projects
- Understanding and reflecting on student's content knowledge through content assessments
- Ensuring my student is prepared for standardized tests
- Ensuring my student has a productive workspace at home
- Supporting my student's college application process
- Providing enriching experiences over summer and vacations
- Supporting the choice and participation in Expeditions

### **Priority Level 4: Contribute to the School Community**

- Celebrating all of our students' achievements
- Recruiting new families to join the school
- Welcoming incoming families into the community
- Supporting the school's camping trip and study trip
- Making the best effort to contribute at least 30 Community Hours per family each year
- Fundraising and donating
- Participating in the school's parent organization

# EXPECTED SCHOOL WIDE LEARNING RESULTS

**EMPOWER THINK COMMUNICATE LEAD**

Summit's mission is to prepare a diverse student population for success in college and to be thoughtful, contributing members of society.

## As ***empowered*** LEARNERS we...

- master the foundations of each discipline.
- set and accomplish goals effectively.
- reflect on our own learning.
- work hard and with persistence.
- embrace the growth mindset and life-long learning.

## As ***critical*** THINKERS we...

- gather, evaluate, and utilize evidence and data.
- define problems and implement solutions.
- use logical reasoning to generate conclusions.
- foster connections within and between disciplines.

## As ***effective*** COMMUNICATORS we...

- speak and write effectively in a variety of contexts.
- read and listen actively.
- recognize how perspectives shape ideas and decisions.
- utilize technology as a valuable tool.
- collaborate well and maintain interpersonal relationships within diverse groups.

## As ***dynamic*** LEADERS we...

- demonstrate courage, integrity, compassion, respect, curiosity, and integrity.
- appreciate multiple diverse perspectives and handle conflict constructively.
- work effectively with others towards a common purpose.
- defend our rights and duties as citizens.
- advocate for the needs of our communities.

# Summit Core Characteristics

## COMPASSION

*“How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong -- because someday you will have been all of these.”*

George Washington Carver

Compassion is	Looks like	Is not
<ul style="list-style-type: none"> <li>▪ Empathy (walking in another person’s shoes)</li> <li>▪ A desire to help others</li> <li>▪ A sense of responsibility for others’ success and well-being</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feeling another person’s pain, joy, suffering, or pride</li> <li>▪ Volunteering in the community</li> <li>▪ Actively participating to help another person succeed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Putting oneself before others</li> <li>▪ Indifference or cruelty</li> <li>▪ Thinking and acting according to one’s needs only</li> </ul>

We expect that at the end of four years, Summit students will feel responsible for not only their own success but that of their peers. We will have a culture where students regularly work together, depend on each other, and contribute to the formation and maintenance of a learning community.

### Outstanding Example of Compassion

Eleanor Poltorak, Class of 2011 Summit Prep, was awarded the Core Characteristic award for Compassion. Each time you interact with this young woman, you feel a sense of hope as a result of her unconditional kindness. She is a selfless member of our community, always seeking to serve others before serving herself, and bestowing her grace upon everyone, everywhere. She listens intently to all, effortlessly honoring others’ opinions and perspectives while making them feel like they are the only person that matters. Here at Summit, compassion is a core characteristic that unifies our community and fosters relationships across boundaries that typically deter people. These unique relationships strengthen our school community and help maintain a safe environment where everyone is valued. Eleanor’s boundless compassion embraces “all humanity and the whole of nature in its beauty,” and we are blessed to have her as a unifying member of our community.



## COURAGE

*“Courage is resistance to fear, mastery of fear – not absence of fear - - Mark Twain  
Power is given only to him who dares to stop and take it . . . one must have the courage to dare”  
Fyodor Dostoevsky*

Courage is	Looks like	Is not
<ul style="list-style-type: none"><li>▪ Standing up for your beliefs, even when others disagree</li><li>▪ Taking a leadership role</li><li>▪ Taking thoughtful risks—socially and academically</li></ul>	<ul style="list-style-type: none"><li>▪ Speaking up to fight prejudice, hate speech, and all other disrespectful words and actions</li><li>▪ Making a positive change in the community</li><li>▪ Trying your best, even when a task is difficult</li></ul>	<ul style="list-style-type: none"><li>▪ Ignoring injustice</li><li>▪ Following the crowd</li></ul>

### Outstanding Example of Courage

Stephanie Villalta, Class of 2009 Summit Prep, was awarded the Core Characteristic Award for Courage. In an essay every junior reads, Jeanne Wakatsuki Houston writes that when she was a teenager she had "an unexplainable pull to fulfill some possibility, some unknown challenge. I know that urge to fulfill was hope, a submerged belief in my own power, in the possibility I could accomplish 'something.'" Courage could be described as acting on our hopes, believing in our own power, even when the odds seemed stacked against us.

Like Houston, a successful Bay-Area writer, the Courage Award winner believes in the power of her own education. Over her Summit career, this student has transformed from a distracted, shy freshman to a focused and passionate upperclassman. She used to be a sleepy student who blamed her absences on a marathon two-train commute, yet this year she made sacrifices to be closer to school. This student is a tireless volunteer for Summit, always willing to be the smiling face that welcomes new families or translates at open houses.

Courage means supporting your friends, but knowing when it's time to take care of yourself.  
Courage means making hard choices when it matters.

## CURIOSITY

*“The cure for boredom is curiosity. There is no cure for curiosity”*

Ellen Parr

Curiosity is	Looks like	Is not
<ul style="list-style-type: none"><li>▪ Pursuing your interests</li><li>▪ Inquiring about a variety of topics</li><li>▪ Leaving your comfort zone</li><li>▪ Seeking new ideas and experiences</li></ul>	<ul style="list-style-type: none"><li>▪ Asking thoughtful questions both in and out of class</li><li>▪ Reading a book for fun or experimenting with a new hobby</li><li>▪ Eating lunch with someone you don't know</li><li>▪ Playing a sport you have never played before</li></ul>	<ul style="list-style-type: none"><li>▪ Simply memorizing or recalling facts</li><li>▪ Joining a club just to boost your college application</li><li>▪ Choosing to always work with your friends on group projects</li><li>▪ Saying no to something unfamiliar</li></ul>

### Outstanding Example of Curiosity

Ben Milman, Class of 2008 Summit Prep was awarded the Core Characteristic award for Curiosity. In its most basic form, curiosity is the unending search for deep understanding. Some ask questions, some do outside research, but all curious minds make connections between different events and search for the bigger picture. This drive for deeper knowledge shows that a student is a life-long learner and it is one of the very important characteristics of a great college student.

Ben is remarkably curious. In government class, he read the book and current events incessantly, even though he rarely completed his notes. Outside of class he learned about a huge variety of events that tied into government. He was always able to help other students better understand a government concept with an anecdote that was gained through his curiosity. He has not always been the model student, as he has missed huge assignments for many years. Yet, in every class he searches for a big picture understanding and works hard in and outside of class to learn deeply about our core content standards.

For unceasing curiosity and for truly embodying the notion of being a life-long learner, the Award for

## INTEGRITY

*“Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful”*

Samuel Johnson

*“A little integrity is better than any career”*

Ralph Waldo Emerson

Integrity is	Looks like	Is not
<ul style="list-style-type: none"> <li>▪ Doing the <i>right</i> thing, even when no one else will know</li> <li>▪ Emphasizing principle over result</li> <li>▪ Examining and acting on your own morals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Returning money or property that you find</li> <li>▪ Turning in original work</li> <li>▪ Refusing to break rules in order to win</li> <li>▪ Telling the truth for the betterment of the community, even if it gets you or a friend in trouble</li> <li>▪ Doing what you believe in and believing in what you do</li> </ul>	<ul style="list-style-type: none"> <li>▪ Living by an “as long as I can get away with it” mentality</li> <li>▪ Winning at all costs</li> <li>▪ Assuming that what you believe to be “right” is right for everyone</li> </ul>

### Outstanding Example of Integrity

Max Mical, Class of 2008, was awarded the Core Characteristic award for Integrity. Max is committed to doing right by his teachers and his academic work. He is always up front and honest about the effort he put into his work, and takes responsibility for getting the help he needs, especially on revisions. He doesn't try hard just for the grade, but because he knows that working hard will help him succeed and will show his respect for the opportunities provided at Summit. He doesn't take the easy way out in learning - he genuinely wants to succeed the right way, by earning it. He persists in asking questions and challenging himself until he gets mastery - whether the first time through or when working through corrections.

Max is committed to doing right by his friends and peers. He shows this by laughing with them and lending them an ear when they need it. He is supportive and compassionate with them especially when they need it. Max respects the group work process when no one is looking. He's always careful to include everyone, to make sure all voices are heard. He is skilled at gently reminding his peers to respect the process and task at hand.

## RESPECT

*“If you want to be respected, you must respect yourself”*

Spanish Proverb

*“For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.”*

Nelson Mandela

Respect is	Looks like	Is not
<ul style="list-style-type: none"> <li>▪ Valuing and contributing your unique, individual gifts and abilities</li> <li>▪ Valuing and treating with dignity the unique gifts and abilities of others</li> <li>▪ Valuing and caring for the community and buildings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dressing appropriately</li> <li>▪ Eating nutritious foods</li> <li>▪ Getting plenty of rest</li> <li>▪ Taking advantage of opportunities</li> <li>▪ Listening when others speak</li> <li>▪ Making an effort to get to know everyone</li> <li>▪ Thanking someone for teaching you something new or for opening your eyes to a different perspective</li> </ul>	<ul style="list-style-type: none"> <li>▪ Believing you cannot succeed</li> <li>▪ Giving in to destructive behavior</li> <li>▪ Calling people names</li> <li>▪ Making fun of people</li> <li>▪ Excluding people</li> <li>▪ Making a mess and expecting others to clean up</li> <li>▪ Showing up late</li> <li>▪ Not doing your part</li> </ul>

### Outstanding Example of Respect

Steven Szczurko, Class of 2009 Summit Prep was awarded the Core Characteristic Award for Respect. “Thank you Ms. Feinberg” was what he said after each and every history class. “¡Gracias y que le vaya bien!” was what he eloquently and politely said after each and every Spanish class. No matter what that day’s lesson plan was, this student appreciated each and every effort of his teachers. Not a day passed without him saying hello to his teachers or fellow students in the hallway. In class, he treats all other students as his equal. He respects the contributions of all of his classmates, including underclassmen. On the first math office hours, he asked explicit permission to come and help people.

He is always thoughtful with his word and values multiple viewpoints. This student is civic minded, and has worked outside Summit to improve the larger community and world. Although he embodies all of the core characteristics, this student serves as a model in the community for respect.

## RESPONSIBILITY

*“The more freedom we enjoy, the greater the responsibility we bear, toward others as well as ourselves.”*

Oscar Arias Sanchez

Responsibility is	Looks like	Is not
<ul style="list-style-type: none"><li>Following through on your commitments and obligations</li><li>Accepting the consequences of your actions</li></ul>	<ul style="list-style-type: none"><li>Completing tasks and schoolwork and participating in a club or team with a sense of pride</li><li>Cleaning up a spill that you caused</li></ul>	<ul style="list-style-type: none"><li>Delaying, neglecting, or handing off commitments</li><li>Blaming other people</li></ul>

### Outstanding Example of Responsibility

Nate Wynne, Class of 2010 Summit Prep, was awarded the Core Characteristic award for Responsibility. It is easy to be responsible when things are going well. It is difficult to be responsible when you are feeling crummy. It is easy to be responsible when what you are asked to do is easy, but it takes an innate sense of responsibility to take your education into your own hands when the curriculum is challenging and the answers are not obvious. It is easy to talk to a teacher when you have done something right, it takes responsibility to talk to a teacher when there is a problem. It is one thing to turn your work in on the day that it is due when you are there, Nate is a student that immediately comes to mind when teachers think of a student they do not have to worry about making up missing work if he's absent because he always knows exactly what he's missing and how he's going to make it up. Here are some more examples of the responsibility that Nate demonstrated:

- Responsibility occurs in group work when you are not satisfied when one person in a group understands, you are only satisfied when everyone understands (including yourself!) and you do what you need to do to make that happen.
- Responsibility is giving those little slips you get from your mentor to your parents and returning the signatures back to your mentor on time.
- Responsibility is wanting the ball at the free throw line with 2 seconds left on the clock.
- Embodying all of the core characteristics is a responsibility of being at Summit, and we believe that responsibility is best manifested this year in the person of Nate Wynne.

# Academics

## Graduation Requirements

As a college preparatory high school, our goal is for students to gain relevant higher-order thinking skills (cognitive skills) and master rigorous academic content. To this end, the standards-based academic curriculum at Summit fosters a rich and engaging student experience using research-based instructional and student assessment methods.

## Summit High School Graduation Requirements

- 4 years Social Science
  - 4 years English Language Arts
  - 4 years Mathematics
  - 4 years Laboratory Science
  - 2 years minimum, 4 years suggested Language other than English
- 1 year Visual and Performing Arts
  - 3 years Electives
  - 4 years Physical Activity

Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Social Science</b>	World Studies I	World Studies II	AP US History & Government I	AP US History & Government II
<b>English</b>	Literature and Personal Development	Literature: The Individual and Society	AP English Language and Composition	AP English Literature and Composition
<b>Math</b>	Geometry (all) Algebra I	Algebra II	Pre-Calculus & Trigonometry	AP Statistics or AP Calculus
<b>Science</b>	Biology	Physics	Chemistry	AP Environmental Science
<b>Spanish*</b>	Appropriate level	Appropriate level	Appropriate level	Appropriate level
<b>Expeditions</b>	Visual/Performing Art	Expedition Elective	College Readiness and Expedition Elective	Expedition or Internship/ Independent Study

\* All students will work towards proficiency. Proficiency is defined as completion of AP Spanish.

## Course selection and transferability policies and procedures

Summit's curriculum is designed as a cohort model. This means that students in each grade take the same courses each year with few exceptions. The educational benefits of this model are numerous and include a focus on five key curricular areas, a common experience and a focused college prep experience. As a result, all Summit classes in English, History, Math, Science and Spanish are approved by the UC system and will transfer to other high schools accordingly. A wide variety of Visual/Performing Arts courses are also UC-approved and will transfer to other high schools. This list changes from year to year, and will be communicated appropriately to students during course selection

for Expeditions. However, most Expeditions electives are not UC approved and are not expected to transfer to other high schools. This includes our College Readiness course, Independent Studies, and Internships.

### **College Entrance Requirements:**

At Summit, each student will be prepared for college application and entrance into the UC system, the CSU system, and all private institutions. Additionally, Summit students will enter college possessing the academic skills and personal traits needed to enable their success: intellectual curiosity, creative expression, critical thinking, value-based reasoning, and awareness and empathy for other people and cultures, beliefs and governments. The following is a list of the current Cal State and UC entrance requirements, which are generally the same as the requirements for private institutions:

- **History / Social Science** -Two years required, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American Government; and one year of world history, cultures, and geography.
- **English** - Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.
- **Mathematics** - Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- **Laboratory Science** -Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics.
- **Language other than English** - Two years of the same language other than English
- **Visual & Performing Arts** - One year, including dance, drama/theater, music, and/or visual art
- **College Preparatory Elective** - In addition to those courses required in "a-f" above, one year (two semesters) of college preparatory electives are required, chosen from visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

All classes must be completed with a grade of "C-" or higher.

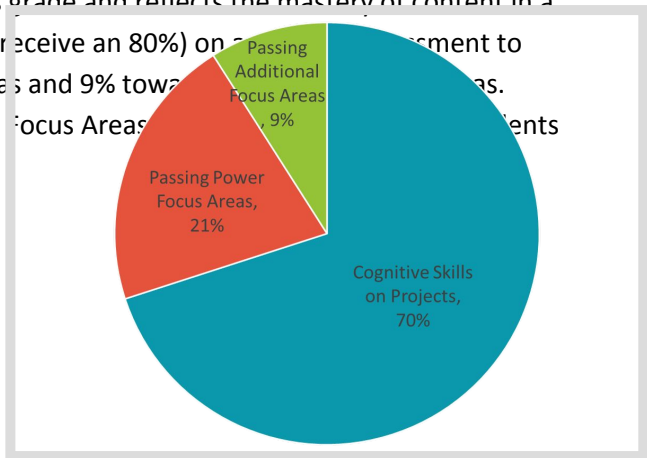
### **Grading Policy**

To prepare students for career and college, our classes focus on developing cognitive skills and content knowledge. Cognitive skills include skills such as critical thinking, analysis, problem-solving, and writing. Content knowledge is specific pieces of information that students learn in different subject areas - such as the quadratic formula or historical events during World War I.

Grades show both the competencies students have as well as the growth they have made. We believe that our students will be growing and improving in their abilities throughout the year, and we want their grades to reflect and celebrate that. Thus:

- Projects make up 70% of a course's grade and are graded based on a student's cognitive skills. Only the best grade for each cognitive skill in a course's projects will be counted towards the final grade, although students must pass every project (receive a C- or above) to pass a class.
  - Cognitive skill scores range from C- to A+ and the band varies by grade level. This rubric was developed in consultation with assessment experts at Stanford.
    - 6th Grade: 2 to 4
    - 7th Grade: 2.5 to 4.5
    - 8th Grade: 3 to 5
    - 9th Grade: 3.5 to 5.5
    - 10th Grade: 4 to 6
    - 11th Grade: 4.5 to 6.5
    - 12th Grade: 5 to 7

- Passing content Assessments make up 30% of a student's grade and reflects the mastery of content in a course. Students must answer eight out of 10 questions (receive an 80%) on a content assessment to pass. This is split between 21% towards Power Focus Areas and 9% towards Additional Focus Areas. Students must pass all content assessments in the Power Focus Areas. Students do NOT need to pass all Additional Power Focus Areas.



*Student grade break down*

Families will receive yearlong grades in June and a mid-year report in January. However, students and parents can access real-time grades at any time through Summit's Personalized Learning Plan (PLP) dashboard.

**Promotion and Retention**

Students are expected to pass all courses during the school year. Students meeting this expectation are promoted to the next grade (or graduated in the case of 12<sup>th</sup> graders). Students who do not meet this expectation are at risk of retention. Retention decisions are made with the consultation of teachers, parents, school leaders, and the student.



## **Project Time**

Delivering on the promise of college readiness means providing students with opportunities to develop the life or cognitive skills that have been widely identified as essential for lifelong learning and growth. We develop these skills through project-based-learning during Project Time so that our students are ready to not only enter but also succeed at college. During Project Time, students are working on projects that mimic the work of people in the workplace or field of the discipline. This means that on some days students will collaborate in groups or participate in whole-class discussions. On other days, students will work independently to write essays, develop lab reports, and create presentations. Throughout the class, teachers are promoting learning by giving students feedback, facilitating discussions, and engaging and challenging students in their projects.

## **Mentoring**

One of the things that is unique and special about Summit is our mentoring program. Each Summit student is assigned a mentor at the beginning of the school year and that mentor will be the student's coach, advocate, and confidante throughout the year. The mentor helps students set goals, create plans, and make good decisions -- the skills of becoming a self-directed learner.

The mentor is also the main point of contact and advocate for a student's family with the school. The mentor will communicate to parents any needs, concerns, and updates on a student's academic progress across all courses and will be the parents true partner.

Mentees meet 1:1 with their mentors for 10 minutes for their weekly check-in. Students drive these meetings to discuss their proposed goals and plans for the coming week, and reflect together on the past week. It is a unique time and space to push students on their Habits of Success and help set them up for success in all aspects of their school experience and college readiness.

## **Community Time**

Each student will be a part of a community group. Community Groups serve as a home base for students. It's a safe place for students to express themselves to their fellow community group members and to their mentor.

Students will meet with their mentor along with their community group in Community Time. During Community Time, the community group and mentor will create and share weekly goals, work on a

community project, reflect, and celebrate. The goal is to build a trusting, caring, safe community for students as well as reinforce Habits of Success.

In high school, students spend the last ten minutes of every day in Community Time as well as spend 65 minutes on Friday. In middle school, students have one or two 50-minute weekly Community Time sessions.

## **Summit Reads**

Reading is at the heart of learning and functioning in our society. Everything requires the ability to read. Because of the critical importance of reading, students have dedicated time to strengthen their reading skills during Summit Reads.

During Summit Reads, students will be reading books on Curriculet, an online book reader. Teachers will coach students on choosing a “just right book” -- one that is challenging enough to keep them learning but not so challenging that it’s discouraging. While students are reading, teachers will check in with students, read alongside them, and ask questions. Teachers may also supplement learning with Reading Plus, an online reading program, or small group readings.

## **Summit Solves**

Mathematical abilities and problem solving skills are incredibly important for college success. The best way to get better at these skills is to practice. Math is like a language -- if you don’t practice, you lose your skill. As a result, this year we are launching Summit Solves, a dedicated time for students to work on math problems.

During Summit Solves, student will be mainly working on Khan Academy, a world-renowned website that provides video lectures and practice problems across a variety of subjects with a specialty in math. Khan’s assessment program will guide students to work on the right problems for them, and our teachers will provide each student the right level of support. While students are working on Khan, teachers will be checking in and coaching them on their learning strategies. Teachers may also supplement Khan with small group learning or other instructional strategies designed to give students quick, targeted feedback .

## **Expeditions**

Summit believes helping students find their passion and interests keeps students motivated to learn, be curious, and persevere through challenges. It's that spark and internal drive that creates a fulfilling and enriching life and help them become thoughtful, contributing members of society as adults. That's why for 8 weeks of the school year, during Summit Expeditions, students immerse themselves in energizing and engaging electives where students discover and deepen their passions. In their Expeditions courses, students will take a break from their core academic classes and dive into unique subject areas that are potentially life and perspective-changing. We offer a variety of Expeditions courses and workshops at each school that appeal to different types of learners, passions, and interests. Topics range film and video production to computer science to psychology and much much more and are taught by Expedition teachers and community partners who are experts in their field.

Learn more at:

<http://expedition.summitps.org>

[2014-2015 Expeditions Course Catalog](#)

## School Support Structures

### **Office Hours**

In college, office hours are a time for students to meet with their professor/teacher, get individual support, and ask for feedback. Knowing who to ask and how to ask for help will be vital for college success. At Summit, we also hold office hours. During office hours, students can connect with their teachers to get the extra support that they need. They can go over receive feedback on projects, take content assessments, or practice skills with their teacher. It's a safe place for students to work and use in whatever way makes the most sense to them.

### **PLT**

Personalized Learning Time is a time when students can focus on mastering the content knowledge they need to apply to their projects. During this time:

- The PLT teacher will check-in with students regularly about their academic progress
- The PLT teacher will provide content workshops and tutoring
- The PLT teacher will coach students on different learning and study strategies
- Students will work on developing skills to make them an effective learner
- Students will collaborate and practice content with peers
- Students will take content assessments (tests)

Students are given the tools and resources to access and learn the content that is required in their courses while at the same time learning how to be resourceful and problem-solve. These are the self-directed learning skills, such as persistence, learning when and how to ask for help, and strategy shifting, that they practice during PLT.

# School Policies

## Attendance

We are committed as a school to creating a community. In order to foster community, students need to be in school. Research also clearly shows a direct correlation between high student attendance and high student performance. Having students attend school consistently is also a major factor in allowing faculty to focus on student performance and not on make-up work. Below are the goals and proposals for meeting those goals this year.

Summit aims to have:

- 98% of Summit students attend school on time everyday
- All absences are verified by parent within 24 hours

In order to meet our goals, it is necessary that:

- All Summit parents must call the school before school begins if their student is sick. (The school's phone number is available on the school's website).
- All students attend school every day, for the entire day, unless they have a contagious illness.
- If a student is not present on Friday, the day for 1:1 mentor check-ins, they must arrange with their mentor another time to meet and set/reflect on their learning.

## Tardy Policy

Quality instructional time is a key component to the success of Summit students. Students miss learning time by being tardy, so there is a school-wide expectation that students will show up ON TIME to EVERY CLASS. For first period tardies, students will not be admitted to class without a tardy pass from the office. Families will be notified for repeated first period tardies.

## Testing and Evaluation

Summit gives all required state assessments, including the California English Language Development Test (CELDT) and the California High School Exit Examination (CAHSEE). In addition, students perform a number of pre-assessments as part of orientation. These test results have no effect on a student's enrollment and are used for educational purposes only.

## Community Service

One of the goals at Summit is to graduate students who are knowledgeable, active, and caring global citizens. This means students who not only care about themselves, but also about the world. Students

who are concerned about the well-being of others will make the time to volunteer their services. Community service starts right in one's own community which is our school. During the PLP Goals meeting, students will discuss opportunities and plans to be active in community service on a regular basis and/or through an Expeditions experience. Volunteer experiences are incorporated into the Summit curriculum, but we always encourage students to seek additional opportunities.

For parents interested in volunteering with the school, please reach out to the school leader or parent organization at your school. Contact information can be found on the school's website. We will attempt to match the needs of the school with the skills, talent, experience and time of our parents. One of the benefits of being a part of a small school is having a close and involved parent community. Parents are key members of our community and we depend on their participation in supporting the school and strengthening the entire community. ***Thus, we expect parents to make their best effort to contribute at least 30 Community Hours per family each year.*** We also have multiple leadership positions that parents can volunteer for to actively support the school.

## Philosophy

A strong student culture occurs when the expectations are high, clear, and predictable. Students feel capable of meeting this high bar because they know what's expected of them. They have a good sense of what the boundaries are, and they know the consequences if they go beyond them. Though these boundaries may not be the same for every teacher nor the consequences the same for every student or every deviation from the high bar, things are consistent enough that students feel setup for success in living up to the high expectations, and they feel the system is fair.

Recognizing, celebrating and praising students who live up to the high bar is a great way to demonstrate the desired school culture. Highlighting model behavior should be a focus on our campus, and doing so will result in most of the students striving to follow suit most of the time.

Even with all of the above in place, some students may fall short of our high expectations; some may actively rebel. When students behave in ways that show disrespect or harm to the community, logical consequences must result. This means emphasizing reflection, empathy and redemption.

Emphasizing reflection, empathy and redemption requires patience. That said, there are techniques that we can use to help students progress in their development on this front. Perhaps the most impactful is ensuring that students hear and understand how their behavior affects others. This happens when people around them use "affective statements" and ask "affective questions" (that is, statements and questions that emphasize the effect that the behavior has). Oftentimes, when students are among those impacted, hearing from them can be the most powerful, for example in Restorative Circles.

Underlying all of this is the notion that interactions between students and teachers must come from a place of respect. This mutual respect is sacrosanct. Students must respect decisions that adults make; adults must separate the deed from the doer and avoid public shaming. A violation of this respect becomes the first thing that must be addressed and restored before other actions are taken.

## Faculty Objectives for Restorative Practices

Summit offers training to all faculty on restorative practices during Summer of Summit and throughout the school year, and school leaders offer additional coaching and support throughout the school year as faculty implement restorative practices in their classrooms and with their mentees. The following are the objectives for those trainings and are aligned with the philosophy outlined above.

### **SECTION 1:**

***Objective 1A: Faculty will become familiar with affective language and questioning.***

***Objective 1B: Faculty will get behind a collective discipline philosophy.***

### **SECTION 2:**

***"A strong student culture occurs when the expectations are high, clear and predictable. Students feel capable of meeting this high bar because they know what's expected of them. They have a good sense of what the boundaries are, and they know the consequences if they go beyond them."***

**Objective 2A: Faculty will calibrate on and – where applicable – achieve consensus on the boundaries for students.**

**Objective 2B: Faculty will have be equipped with ideas for logical consequences for potential student behavior.**

### **SECTION 3:**

*“Mutual respect is sacrosanct... A violation of this respect becomes the first thing that must be addressed and restored before other actions are taken.”*

**Objective 3a: Faculty will achieve consensus on a policy that maintains their authority and respect in the classroom.**

**Objective 3b: Faculty will be prepared to have really good conversations with kids that will make the implementation of these plans successful.**

### **SECTION 4:**

*“Oftentimes, when students are among those impacted, hearing from them can be the most powerful, for example in Restorative Circles.”*

**Objective 4: Faculty will become familiar with restorative circles, and practice implementing them.**

### **SECTION 5:**

*“Recognizing, celebrating and praising students who live up to the high bar is a great way to demonstrate the desired school culture.”*

**Objective 5: Faculty will implement structures, events and/or campaigns that recognize, celebrate and praise students who demonstrate our desired school culture.**

## **Student Objectives for Restorative Practices Workshop**

As part of Summit's implementation of restorative practices, Summit faculty have developed several resources for students: lesson plans, lists of explanatory/exploratory content that students can access at any time, and classroom workshops. The following are student objectives for the content and activities:

- Explain the differences between Zero Tolerance practice and Restorative Practices and the rationale for implementing these practices at school sites.
- Explain the benefits of implementing Restorative Practices at school sites on student behaviors, school culture and outreach to families, CMO and community stakeholders.
- Understand theoretical frameworks underlying Restorative Practices.
- Articulate the Restorative Practice implementation process.

## **Faculty Resources**

- *The Little Book of Restorative Justice* (Zehr)
- *The Restorative Practices Handbook* (Costello, Wachtel, and Wachtel)
- “Restorative Justice? What’s That?” (Zehr)
- “Restorative Justice: A Working Guide for Our Schools” (Kidde and Alfred)



## **Suspension and Expulsion Procedures**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Summit Public Schools ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Such modifications may be made without the need to amend the charter so long as the amendments comport with legal requirements.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide safety for students, staff, and visitors to the Charter School and serves the best interests of the Charter School's pupils and their parents/guardians. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year.

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### **A. Grounds for Suspension and Expulsion of Students**

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

## **B. Suspension Offenses**

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

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

- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

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

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

**C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

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

## **D. Expellable Offenses**

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the

specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

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

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

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

## **E. Authority to Expel**



A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Summit Public Schools Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### **F. Expulsion Procedures**

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

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

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

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

#### **G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

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

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

be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## **H. Students With Disabilities**

### **1. NOTIFICATION OF SELPA**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA 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 and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **3. PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

1. 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;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### **4. DUE PROCESS APPEALS**

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

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

#### **5. SPECIAL CIRCUMSTANCES**

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

The 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:

1. 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;
2. 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
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### **6. INTERIM ALTERNATIVE EDUCATIONAL SETTING**

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

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

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

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

1. 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.

2. The parent has requested an evaluation of the child.
3. 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 IDEA-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.

#### **I. Record of Hearing**

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

#### **J. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

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

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

**K. Written Notice to Expel**

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

**L. No Right to Appeal**

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

**M. Disciplinary Records**

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

**N. Expelled Pupils/Alternative Education**

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

**O. Rehabilitation Plans**

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

**P. Readmission**

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



**Summit Public School: Tahoma - Overview of Financial Projections**

*Summit Public Schools has successfully operated Tahoma since 2011. Our financial projections are based on five years operating this school as well as 10 years operating the other 7 schools in our network.*

**Enrollment:**

Tahoma will be at full enrollment at 405 students. Due to the 2015 move in facilities, we will reach full enrollment in 2019/20. At full capacity the school would have a faculty-student ratio of 1:17 and a teacher-student ratio of 1:20.

<b>Enrollment</b>	2016/17	2017/18	2018/19	2019/20	2020/21
9th	105	105	105	105	105
10th	95	101	101	101	101
11th	50	92	100	100	100
12th	50	48	90	99	99
<b>Total</b>	<b>300</b>	<b>346</b>	<b>396</b>	<b>405</b>	<b>405</b>

**Key Revenue Sources:**

LCFF Funding:

The principal source of funding is the Local Control Funding Formula from the state of California.

Based on the current rates and the FCMAT LCFF calculator, we project our LCFF rates through 2022 to be:

<b>LCFF</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>
Per ADA	8,808	9,174	9,492	9,666	9,666
Notes	At published 51.52% CY gap rate	At 35.55% Gap closure of remaining (LCFF DOF forecast)	At 35.11% Gap closure of remaining (LCFF DOF forecast)	At 19.88% Gap closure of remaining (LCFF DOF forecast)	Assumes no gap closure

This only assumes growth to target and does not account for any COLA increases.

We assumed that \$3300 comes from local sources and the remainder from State Aid.

Special Education:

SPS Tahoma is part of the El Dorado County SELPA. The El Dorado County SELPA funding rate per ADA in 2014/15 is \$495 (state) and \$125 (federal). El Dorado charges an administrative fee of 7% (year one) and 5% (ongoing). Additionally, there is an annual “set-aside” of 5% starting in year one.

We have five SPS schools in this SELPA.

**Key Expenses**

Staffing Plan:

To ensure the highest level of attention to our students, Tahoma will maintain a low student-faculty ratio. At full capacity, the school will have the following staffing



<b><u>Classroom Teachers</u></b>	
English	4
History	4
Math	4
Science	4
Spanish	2
SUB POOL	0.6
RSP	2
Total	20.6
<b><u>Administration</u></b>	
Principal/ ED	1
Assistant Director	1
Office Manager	1
Total	3
# of Employees	23.6

SPS Tahoma will purchase financial, technology, data, fundraising, leadership, college and data and professional development services from Summit Public Schools. This expense can be found in the bottom section of the budget and is billed in the 5000 series.

All Expedition Extracurricular Classes (Art, Music, Photography etc) are outsourced at the equivalent of 1 FTE per grade level. This expense is in the 5000 series under Contractors.

Compensation

Compensation is based on the SPS Teacher Compensation Scale. This scale is published throughout the organization and available to all prospective employees.

The 2014 – 2017 scale is:

<b>Year s</b>	<b>Low</b>	<b>High</b>
1	\$47,693	\$52,713
2	\$49,601	\$54,822
3	\$51,585	\$57,015
4	\$53,648	\$59,295
5	\$55,794	\$61,667
6	\$58,026	\$64,134
7	\$60,347	\$66,699
8	\$62,761	\$69,367
9	\$65,271	\$72,142

10	\$67,882	\$75,027
11	\$70,597	\$78,029
12	\$73,421	\$81,150
13	\$76,358	\$84,396
14	\$79,412	\$87,772
15	\$82,589	\$91,282
16	\$85,892	\$94,934

Low, Mid and High are based on credentials/degrees.

To create a school budget, we assume a combination of levels. We assume the average teacher is year 5 and have used an average teaching salary of \$58.7K.

We assume 15% teacher turnover every year.

We also use common administration scales throughout the organization.

Benefits:

Tahoma faculty members will receive Health, Dental, and Vision benefits. We have assumed a 10% increase for these costs each year. Additionally, faculty members will receive Short- and Long-term Disability and Life Insurance without charge. Finally, qualified certificated faculty will be enrolled in STRS. Non-certificated faculty will be eligible for a comparable retirement plan.

Our employees cover 25% of their insurance costs.

Books and Online Content:

We have budgeted a small amount for books and lab supplies. Our content is primarily online through the SPS Personalized Learning Platform at no expense to the schools.

Technology:

To support the curriculum, Tahoma will maintain a 1:1 student-computer ratio. Additionally, every faculty member will have a laptop. We have assumed a 2-year replacement rate. Our budget also includes servers, wireless boxes, video conferencing equipment and other start-up technology costs. See the next section for more information.

Facilities:

We have assumed that we will continue in the current prop 39 facility. The budget includes a 3% facility expense increase each year.

The budget also includes projections for utilities and janitorial based on our experiences at other schools.

SPS Partnership Support Fees:

Tahoma will purchase financial, technology, data, fundraising, leadership, academic and professional development services from Summit Public Schools. The rates have been set for a multi-year period and depend on the size/maturity of the school. Because these services will be shared with the other SPS schools, we expect to access higher quality at a lower cost than would be possible for a stand-alone school.

District Oversight:

We have included a 3% District Oversight fees beginning in Year 1.

Cash:

Summit Public Schools is committed to supporting our schools. Our board has passed a resolution stating that the SPS Central Office will provide all necessary funds to any of the schools for which it holds the charter, including any and all new schools that it will operate in the future. (Resolution available upon request.) In the case of cash shortages, SPS Tahoma will have access to a cash loan from SPS Central.

National School Lunch Program:

Summit Public School: Tahoma participates in the National School Lunch Program.



Summit Public Schools: Tahoma  
Multi Year Forecast

10/5/15

**Enrollment** **275** **300** **346** **396** **405** **405**

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Notes
8704 - Revenue Program 4							PY
8705 - Revenue Program 5							clubs
8707 - Revenue Program 7							Testing
Total - 8690 - Other Local Revenue	-	-	-	-	-	-	
Total - 8600 - Other Local Revenue	-	-	-	-	-	-	
8800 - Donations/Fundraising							
8800 - Donations/Fundraising							
8801 - Donations - Parents							
8811 - School Defined Revenue 1							
Total - 8800 - Donations/Fundraising	-	-	-	-	-	-	
Total - 8000 - Revenue	2,759,506	2,927,219	3,482,236	4,051,941	4,144,031	4,144,031	
Total - Income	2,759,506	2,927,219	3,482,236	4,051,941	4,144,031	4,144,031	
Gross Profit	2,759,506	2,927,219	3,482,236	4,051,941	4,144,031	4,144,031	
<b>Expense</b>							
1000 - Certificated Salaries							
1100 - Teachers Salaries							
1160 - Teacher - Custom 2	817,541	956,614	1,214,063	1,232,638	1,251,497	1,270,645	See staffing charts. Includes annual increases. Average salary in 15/16 \$59K
Total - 1100 - Teachers Salaries	817,541	956,614	1,214,063	1,232,638	1,251,497	1,270,645	
1300 - Certificated Supervisor & Administrator Salaries							
1311 - Cert Admin - Custom 1	202,839	207,265	210,996	214,793	218,660	222,596	See staffing charts. Includes annual increases.
Total - 1300 - Certificated Supervisor & Administrator Salaries	202,839	207,265	210,996	214,793	218,660	222,596	
1400 - Certificated Bonuses & Extra Pay							
1401 - Certificated bonuses - Custom 1							
Total - 1400 - Certificated Bonuses & Extra Pay							
<b>Total - 1000 - Certificated Salaries</b>	<b>1,020,380</b>	<b>1,163,879</b>	<b>1,425,058</b>	<b>1,447,431</b>	<b>1,470,157</b>	<b>1,493,241</b>	
2000 - Classified Salaries							
2400 - Classified Clerical & Office Salaries							
2400 - Classified Clerical & Office Salaries	105,700	56,998	58,024	59,068	60,131	61,214	Office Manager, Aide, Lunch Servers. Assumes annual increase
Total - 2400 - Classified Clerical & Office Salaries	105,700	56,998	58,024	59,068	60,131	61,214	
2600 - Classified Bonuses & Extra Pay							
2601 - Classified bonuses - Custom 1							
Total - 2600 - Classified Bonuses & Extra Pay							
<b>Total - 2000 - Classified Salaries</b>	<b>105,700</b>	<b>56,998</b>	<b>58,024</b>	<b>59,068</b>	<b>60,131</b>	<b>61,214</b>	
3000 - Employee Benefits							
3100 - STRS							
3100 - STRS	109,487	153,586	214,009	245,258	277,441	296,901	Based on state STRS increases up to 19%
Total - 3100 - STRS	109,487	153,586	214,009	245,258	277,441	296,901	
3400 - Health & Welfare Benefits							
3401 - Health & Welfare Benefits - Certificated Positions	90,385	129,246	168,973	182,491	197,090	212,857	15/16 based on actual. Assumes 8% increase per year
Total - 3400 - Health & Welfare Benefits	90,385	129,246	168,973	182,491	197,090	212,857	

Summit Public Schools: Tahoma  
Multi Year Forecast

10/5/15

**Enrollment** **275** **300** **346** **396** **405** **405**

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Notes
3500 - Unemployment Insurance							
3501 - State Unemploy. Insurance - Certificated Positions	27,433	30,522	37,077	37,662	38,257	38,861	2.5% of salary
Total - 3500 - Unemployment Insurance	27,433	30,522	37,077	37,662	38,257	38,861	
3600 - Workers Comp Insurance							
3600 - Workers Comp Insurance	13,810	14,651	17,797	18,078	18,363	18,653	1.2% of salary
Total - 3600 - Workers Comp Insurance	13,810	14,651	17,797	18,078	18,363	18,653	
3700 - Retiree Benefits							
3702 - Other Retirement - Classified Positions	11,342	7,170	8,373	9,616	10,902	11,692	
Total - 3700 - Retiree Benefits	11,342	7,170	8,373	9,616	10,902	11,692	
<b>Total - 3000 - Employee Benefits</b>	<b>252,457</b>	<b>335,175</b>	<b>446,228</b>	<b>493,105</b>	<b>542,054</b>	<b>578,964</b>	
4000 - Books & Supplies							
4100 - Approved Textbooks & Core Curricula Materials							
4100 - Approved Textbooks & Core Curricula Materials	5,000	5,000	5,000	5,000	5,000	5,000	Misc. English books and science supplies
Total - 4100 - Approved Textbooks & Core Curricula Materials	5,000	5,000	5,000	5,000	5,000	5,000	
4300 - Materials & Supplies							
4330 - Office Supplies	13,800	13,800	13,800	13,800	13,800	13,800	Based on historical expenditures
4315 - Custodial Supplies	1,000	8,000	8,000	8,000	8,000	8,000	
4352 - Activity 1 (Testing)	12,960	12,960	12,960	12,960	12,960	12,960	MAP, EPAS, State testing + \$1K misc. exp.
4353 - Activity 2 (Operating Software)	16,696	16,696	16,696	16,696	16,696	16,696	Variety of student software/ programs including Illuminate, Naviance, Meal Time, Curriculet etc
4354 - Activity 3 (Copier)	8,000	8,000	8,000	8,000	8,000	8,000	copier
4355 - Activity 4 (Hospitality)	1,500	2,000	2,000	2,000	2,000	2,000	hospitality
4357 - Activity 6 (Software from Tech Side)	25,000	25,000	25,000	25,000	25,000	25,000	Variety of operating software such as Microsoft licenses, video conferencing etc
Total - 4300 - Materials & Supplies	78,956	86,456	86,456	86,456	86,456	86,456	
4400 - Noncapitalized Equipment							
4410 - Classroom Furniture, Equipment & Supplies	20,000	2,000	2,000	2,000	2,000	2,000	
4423 - Classroom Noncapitalized items 1	157,101	120,000	120,000	120,000	120,000	120,000	Based on historical expenditures. 1:1 devices + infrastructure
Total - 4400 - Noncapitalized Equipment	177,101	122,000	122,000	122,000	122,000	122,000	
4700 - Food							
4710 - Student Food Services	9,600	9,600	9,600	9,600	9,600	9,600	Rev and meals expenses not included. This is historical "loss"
Total - 4700 - Food	9,600	9,600	9,600	9,600	9,600	9,600	
Total - 4000 - Books & Supplies	270,657	223,056	223,056	223,056	223,056	223,056	
5000 - Services & Other Operating Expenses							
5100 - Subagreements for Services							
5101 - Subagreements 1	9,000	12,000	12,000	12,000	12,000	12,000	Based on historical rates at SPS schools for outsourced Sped services
5102 - Subagreements 2	255,600	270,000	311,400	356,400	364,500	364,500	\$900/ student for 7 weeks of Expedition Courses













## SUMMIT PUBLIC SCHOOLS FISCAL POLICIES AND PROCEDURES

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# FISCAL CONTROL POLICIES AND PROCEDURES

## OVERVIEW

The Board of Directors of Summit Public Schools has reviewed the following policies and procedures to ensure the most effective use of the funds of Summit Public Schools to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulate financial policies and procedures, delegate administration of the policies and procedures to the CEO and Executive Director and review operations and activities on a regular basis.
2. The CEO of Summit Public Schools has responsibility for all operations and activities related to financial management of Summit Public Schools. The Executive Director of Everest Public High School has responsibility for all operations and activities related to financial management at Everest Public High School.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
5. The Board of Directors will commission an annual financial audit by an independent third party auditor who will report directly to them. The Board of Directors will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter-granting agency.

## Annual Financial Audit

1. The Board of Directors will annually appoint an audit committee by January 1 to select an auditor.
2. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
  - a. An audit of the accuracy of the financial statements
  - b. An audit of the attendance accounting and revenue accuracy practices
  - c. An audit of the internal control practices

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **PURCHASING**

1. The CEO/Executive Director may authorize expenditures and may sign related contracts within the approved budget. The Board of Directors must approve expenditures that would result in a budget variance of \$25,000 of the specific budget line item.
2. The Board of Directors must approve contracts over 5% of operating expenses, with the exception of Intersession Contracts as approved in the adopted budget. Contracts below 5% of operating expenses and Intersession contracts must be approved by the CEO/ Executive Director and the CFO.
3. The CEO/Executive Director or CFO must approve all purchases. When approving purchases, the CFO, CEO/Executive Director must:
  - a. Determine if the expenditure is budgeted
  - b. Determine if funds are currently available for expenditures (i.e. cash flow)
  - c. Determine if the expenditure is allowable under the appropriate revenue source
  - d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
  - e. Determine if the price is competitive and prudent. All purchases over \$10,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Every two weeks, the CFO will prepare a list of recent transactions for approval by the CEO/Executive Director.
5. Any individual making an authorized purchase on behalf of the school must provide the bookkeeper with appropriate documentation of the purchase.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

### **Petty Cash**

1. The Office Manager will manage the petty cash fund.
2. The petty cash fund will be capped at \$300.
3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Executive Director will have keys to the petty cash box and drawer or file cabinet.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. The Bookkeeper will insure that the petty cash slip is properly completed and that a proper receipt is attached.
6. At all times the petty cash box will contain receipts and cash totaling \$300. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Executive Director or Bookkeeper within 48 hours of withdrawing the petty cash.

## **FISCAL CONTROL POLICIES AND PROCEDURES**

7. When expenditures total \$200 (when cash balance is reduced to \$100), the Bookkeeper will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the CEO/Executive Director. This should be done on at least a twice monthly.
8. Petty cash fund reimbursement checks will be made payable to the CEO/Executive Director.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the CEO/Executive Director.
10. Loans will not be made from the petty cash fund.
11. The Bookkeeper will conduct surprise counts of the petty cash fund.

### **Contracts**

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
  - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The CEO/Executive Director may also require that contract service providers list the school as an additional insured.
3. The CEO/Executive Director will approve proposed contracts in writing.
4. Contract service providers will be paid in accordance with approved contracts as work is performed.
5. The Board of Directors must approve contracts over 5% of operating expenses, with the exception of Intersession Contracts as approved in the adopted budget. Contracts below 5% of operating expenses and Intersession contracts must be approved by the CEO/ Executive Director and the CFO.

# FISCAL CONTROL POLICIES AND PROCEDURES

## ACCOUNTS PAYABLE

### Bank Check Authorization

1. All original invoices will immediately be forwarded to the CFO for approval.
2. The CFO will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to The Bookkeeper with the invoice. The Bookkeeper will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. In the case that a purchase is not in the approved budget, the CFO will consult the CEO/Executive Director before approving the expense.
4. Once approved by the CFO, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to The Bookkeeper on at least a weekly basis. The Bookkeeper will then process the invoices with sufficient supporting documentation.
5. Every two weeks, the CFO will prepare a list of recent transactions for approval by the CEO/Executive Director.
- 6.

### Bank Checks

1. The CEO/Executive Director will be authorized to open and close bank accounts. The two overseeing Board Members (the Board Finance Committee Chairperson and one other Board Member) may sign bank checks within established limitations (please see #6 below).
2. The Bookkeeper will ensure that payments from private funds are drawn on the appropriate bank account.
3. The Bookkeeper and CEO/Executive Director will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the CEO/Executive Director will send appropriate approved documentation to The Bookkeeper.
5. Once approved by the CEO/Executive Director, The Bookkeeper types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).
6. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
7. The Bookkeeper will record the check transaction(s) into the appropriate checkbook and in the general ledger.
8. The Bookkeeper will distribute the checks and vouchers as follows:
  - a. Original – mailed or delivered to payee



## **FISCAL CONTROL POLICIES AND PROCEDURES**

- b. Duplicate or voucher – attached to the invoice and filed by account number
  - c. Cancelled Checks – filed numerically with bank statements by the Office Manager
9. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to the Bookkeeper who will attach any other related documentation as appropriate.

### **Bank Reconciliation**

- 1. Bank statements will be received directly, unopened, by the CFO.
- 2. The CFO will examine all paid checks for date, name, cancellation, and endorsement and report any discrepancies to the Bookkeeper. Any discrepancies regarding the paid checks or any checks over 60 days will be researched and if applicable deleted from the accounting system.
- 3. The Bookkeeper will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
- 4. The Bookkeeper will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the CEO/Executive Director.

### **Accounts Receivable**

- 1. Documentation will be maintained for accounts receivable and forwarded to the Bookkeeper.
- 2. Accounts receivable will be recorded by the Bookkeeper in the general ledger and collected on a timely basis.

### **Cash Receipts (Cash and Checks)**

- 1. All cash and check receipts will be immediately endorsed with the school deposit stamp.
- 2. By the close of business each day, the Office Manager will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be given to the Bookkeeper with the weekly invoices.
- 3. A deposit slip will be completed by the Office Manager for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
- 4. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than \$2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
- 5. All checks will be endorsed as follows: “For Deposit Only; Agency; Program; Bank Account number.”

## **FISCAL CONTROL POLICIES AND PROCEDURES**

6. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to the Bookkeeper to be filed and recorded monthly.

### **Returned Check Policy**

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by the Bookkeeper or the CEO/Executive Director, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the CEO/Executive Director and/or Board of Directors.

### **Personnel**

1. The CEO/Executive Director will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.
2. The CEO/Executive Director will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee's hiring is not effective until the employment application, form W-4, form I-9, and have been completed.

# FISCAL CONTROL POLICIES AND PROCEDURES

## PAYROLL

### Timesheets

1. All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to The Bookkeeper on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

### Overtime

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to classified employees and is defined as hours worked in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the CEO/Executive Director for further guidance.

### Payroll Processing

1. For hourly employees, the signatory supervisor will verify the timesheets for appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to the Bookkeeper who will verify the calculations for accuracy.
2. For certificated employees, the authorized supervisor will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The authorized supervisor will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

## **FISCAL CONTROL POLICIES AND PROCEDURES**

3. For confidential employees, the CEO/Executive Director will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The CEO/Executive Director will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
4. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to the Bookkeeper.
5. The CEO/Executive Director will notify the Bookkeeper of all authorizations for approved stipends.
6. The Bookkeeper will prepare the payroll worksheet based on the summary report from the designated school employee.
7. The payroll checks (if applicable) will be delivered to the school. The CEO/Executive Director will document receipt of the paychecks and review the payroll checks prior to distribution.

### **Payroll Taxes and Filings**

1. The Bookkeeper will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. The Bookkeeper will authorize the contracted payroll processor to process federal and state payroll taxes.
3. The Bookkeeper will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the CEO/Executive Director, and submit the forms to the respective agencies.

### **Record Keeping**

1. The CEO/Executive Director will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
  - a. The designated school employee will immediately notify the CEO/Executive Director if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
  - b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

# FISCAL CONTROL POLICIES AND PROCEDURES

## EXPENSES

### Expense Reports

1. Employees will be reimbursed for expenditures within two weeks of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to the Bookkeeper.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the CEO/Executive Director must sign expense reports.
5. CEO/Executive Director expense reports should always be submitted to the Bookkeeper for processing and payment. The CEO/Executive Director's expense reports must be approved by a designated Board Member (who does not have check signing authority.)

### Travel

1. Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The CEO/Executive Director must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. Travel advances require written approval from the CEO/Executive Director.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the CEO/Executive Director for approval and then on to the Bookkeeper for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

### Board of Directors Expenses

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.

## **FISCAL CONTROL POLICIES AND PROCEDURES**

2. The CEO/Executive Director will approve and sign the expense report, and submit it to the Bookkeeper for payment.

### **Telephone Usage**

1. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor.
2. Employees will reimburse the school for all personal telephone calls.
3. The Office Manager will review and properly account for all long distance calls in excess of five dollars per call.

### **Finance**

#### **Financial Reporting**

1. In consultation with the CEO/Executive Director, the financial team at Summit Public Schools will prepare the annual financial budget for approval by the Board of Directors. The budget will be revised once each fiscal year, usually in October or November.
2. The financial team at Summit Public Schools will submit a monthly balance sheet and monthly revenue and expense summaries to the CEO/Executive Director including a review of the discretionary accounts and any line items that are substantially over or under budget (< or > 10% of established budget). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. Each month, the financial team will also prepare an updated budget forecast and statement of cash flows. The budget forecast will highlight any variances from the approved budget.
4. The financial team at Summit Public Schools will provide the CEO/Executive Director and/or Board of Directors with additional financial reports, as needed.

#### **Loans**

1. The CEO/Executive Director and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the CEO/Executive Director before funds are borrowed.
3. Employee loans are not allowed.

#### **Financial Institutions**

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.

## **FISCAL CONTROL POLICIES AND PROCEDURES**

3. Physical evidence will be maintained on-site for all financial institution transactions.

### **Retention of Records**

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or CEO/Executive Director, certain documentation may be maintained for a longer period of time.
2. Financial records will be shredded at the end of their retention period.
4. Appropriate back-up copies, including financial and attendance accounting data, will be regularly prepared

# FISCAL CONTROL POLICIES AND PROCEDURES

## RESERVES /INSURANCE/LIABILITIES/ASSETS

### Funds Balance Reserve

1. A funds balance in accordance with state recommendations for charter schools will be maintained.

### Insurance

1. The CEO/Executive Director will ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The CEO/Executive Director will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The CEO/Executive Director will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.



## **Asset Inventory**

1. An asset is defined as all items, purchased or donated, with a value of \$2000 or more and with a useful life of more than one year.
2. The Office Manager will file all receipts for purchased asset.
3. The Office Manager will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. The Office Manager will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The CEO/Executive Director will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The CEO/Executive Director will submit to the Board of Directors written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

## **Parking Lot Liability**

1. Parking lot related incidences are not covered under any insurance policy. The school assumes no liability for damage to cars:
  - a. Parked in the parking lot during school hours
  - b. Parked in the parking lot after school hours
2. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g. a ball)
3. Otherwise, liability is as follows:
  - a. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
  - b. If a parent or other visitor causes damage, that individual is responsible.
  - c. If an employee causes damage, the employee is responsible.
  - d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.



A, E	<b>DOMESTIC TERRORISM</b>	PER CLAIM & JPA MEMBERS'	
		ANNUAL AGGREGATE	\$ 5,000,000
A, F	<b>STUDENT ACCIDENT</b> 104 week benefit period  Exposure Basis: 2,100 Students	PER INJURY	\$ 50,000
		ACCIDENT MAXIMUM	\$ 50,000
		ACCIDENTAL DEATH	\$ 15,000
		ACCIDENTAL DISMEMBERMENT	\$ 30,000
H	<b>CYBER LIABILITY</b>  DEDUCTIBLE: \$2,500 per claim	PER CLAIM	\$ 1,000,000
		JPA MEMBERS' ANNUAL AGGREGATE	\$ 5,000,000

### **INSURED SCHOOLS AND LOCATIONS**

#### **Summit Public Schools: Denali**

495 Mercury Drive  
Redwood City, CA 94085  
495 Mercury Drive, Redwood City, CA 94085

#### **Summit Public Schools: Shasta**

350 90th Street  
Daly City, CA 94015  
350 90th Street, Daly City, CA 94015

#### **Summit Public Schools K2**

1800 Elm Street  
El Cerrito, CA 94530  
1800 Elm Street, El Cerrito, CA 94530

#### **Summit Public Schools: Everest**

455 5th Avenue  
Attn: Bookeeping  
Redwood City, CA 94063  
455 5th Avenue, Redwood City, CA 94063

#### **Summit Public Schools: Rainier**

1750 S. White Road  
San Jose, CA 95127  
1750 S. White Road (Mt. Pleasant Site), San Jose, CA 95127

#### **Summit Public Schools: Tahoma**

14271 Story Road  
San Jose, CA 95127  
14271 Story Road, San Jose, CA 95127

### **SCHEDULE OF VEHICLES**

TOTAL VEHICLE VALUES: \$0

# Anticipated Facility Needs for Summit Public School: Tahoma

## Educational Program:

The Charter School's educational program does have unique facilities needs. As you are aware, the key components of the educational program of the Charter are to provide a 21<sup>st</sup> century learning environment to all students, regardless of prior academic background. This necessitates many of the traditional needs of a school including space to teach and support the courses required by the UC/CSU a-g, as well as physical education. Furthermore, like district-run schools, the charter school needs space to serve special education and EL students, serve food, and administratively operate the school. On top of this, every student will need access to high speed wireless internet at all times.

In order to provide this aspect of our educational program, the facility allocated to the Charter School must provide the following:

- 20 classrooms of at least 960 sq. feet each (10 of the rooms 960 sq. feet each and 10 of the rooms are double size classrooms with a movable wall in between)
  - Seating for 28 students at 2 person tables
  - White boards
  - Storage cabinets
  - Book Shelves
  - Pull down screen
  - A/V Projection system with speakers and amplifier for each classroom
  - 2 LCD plasma screens (65" diagonal)
  - PA system
  - 96 laptop computers with 14" screens
  - A rolling computer cart
- 1 restroom facility with reasonably equivalent restrooms for students and faculty
- 4 science labs with sinks and lab tables
- Student Food distribution / storage on Tahoma's campus (compliant with Federal regulations)
  - Reach in refrigeration unit
  - Reach in heating unit
  - Counter or tables + 2 folding tables for serving
  - Freezer
  - Sink
- Food service building, 480 square ft building that is equipped with commercial refrigerator, food warmer, 3 compartment sink, and hand wash sink. Building to meet county health requirements.
- Multi-purpose room
  - Student lunch space
  - Whole school meeting space
  - Parent meeting space
- Library
- Reception area / Office Manager space with lockable file and storage cabinets
- Private Director's office (desk and seating for four)
- Private Assistant Director's office (desk and seating for four)
- Small private meeting space (round table with seating for four)
- Office space for 6 departments of teachers (each accommodating 4 people with appropriate furniture)
- Special Education Office
- Conference Room (Seating for 10)

- Work room (copy machine / supply storage / white board / bulletin board / mail boxes)
- Faculty kitchen
  - Microwave
  - Refrigerator / Freezer
  - Sink
  - Storage
- Server room with 2 – 19” x 72” telco racks (dedicated AC on 24/7 with 2 - 30 amp circuits – approx. 100 s.f. with back-up battery system)
- Storage room (400 sq. feet)
- Reasonably equivalent parking for students and faculty
- Facilities and equipment sufficient to conduct a high school physical education program
- Wireless access points located such that any point in the school’s space is within 50 feet of an access point) with a 20 amp outlet within 12” of each access point
- An outdoor learning and gathering area covered by a shade structure sufficient to shade 405 seated students
  - Outdoor benches
  - Planted area with turf
- A fence to enclose the campus, including outdoor/activity space
- Freshly painted buildings, with mutually agreed upon colors
- Drinking water fountains
  - CBC/ADA compliant drinking fountain with 2 separate heights
  - Located within a 1 min walk of all classrooms

Please note that this list is not exhaustive, and if the District’s comparison schools include other facilities not noted here, the District must also allocate a reasonably equivalent amount of this space to the Charter School.

In addition, and in accordance with its charter and its budget, the Charter School operates grade levels 9 through 12 on one contiguous school site. Consequently, the Charter School’s educational program requires a single contiguous school site in which to operate.

**Facility Location:**

Based upon the needs of the Charter School and the residency of the current student enrollment, the Charter School desires to continue to locate its current facility on the campus of Oak Grove.



## *Student & Parent Handbook*

### *SAMPLE*

**Summit's Mission:** To prepare a diverse student population for success in college and to be thoughtful, contributing members of society.

**Summit's Vision:** To provide a meaningful school experience that prepares young men and women not only for college, but also for adult life. Summit offers a program that develops the entire range of capabilities—intellectual, physical, emotional, and social—to equip its students with the knowledge, skills, and strength of character required for success in their life pursuits. The six core character traits that we strive to understand, model, and internalize are:

**COURAGE**  
**COMPASSION**  
**CURIOSITY**  
**INTEGRITY**  
**RESPECT**  
**RESPONSIBILITY**

*"If you would hit the mark, you must aim a little above it: Every arrow that flies feels the attraction of earth."*  
*Henry Wadsworth Longfellow*

Summit Public School: Tahoma  
285 Blossom Hill Road  
San Jose, CA 95123  
Phone: 408-729-1981

**On the Web:**  
Summit Public Schools:  
[www.summitps.org](http://www.summitps.org)

Summit Tahoma:  
<https://tahoma.summitps.org>  
<https://www.facebook.com/SPSTahoma>

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## Our Mission

*To prepare Summit's diverse student population for success in college,  
and to be thoughtful, contributing members of society.*

*To meet this mission, we believe that each member of the community must be focused on two simple questions  
when interacting in the community:*

***Am I helping to develop student success in college?***

***Am I helping to develop student character?***

## Role of a Summit Student

### Priority Level 1: Owning My Future & Success

*My future and opportunities are all directly connected to the decisions I make and actions I take each and every day.*

- College Goal Setting
  - I have set a college goal for myself
  - I make plans that will enable me to achieve my college goal
  - My mentor and family members know exactly what I'm asking of them to support me to achieve my goals
- 1 to 1 Mentor Check-ins
  - I come prepared to my one-on-one meetings with a complete reflection and proposed goals and plans
  - My plan demonstrates how my actions are connected to my growth and learning
  - I know what to do next to meet my goals
- Group Mentor Check-ins
  - I reflect on my progress toward my goals in the Personalized Learning Plan (PLP) platform
  - I set new goals based on my PLP
- Community Time (long) and (daily)
  - I build real relationships with my mentor group
  - I act as a valued member of the school community
  - I improve my Habits of Success
- 1 to 1 Parent/Guardian Check-ins
  - I keep my parents informed about my progress at school

### Priority Level 2: Learning

*I am learning new knowledge and improving my skills every day.*

- Project Time
  - I complete my projects on time and with the quality level consistent with my grade
  - I improve my cognitive skills
  - I use the PLP platform and in-person conversations to get feedback from my teacher on how I can improve
- Personalized Learning Time (PLT) at School
  - I learn content and take and pass content assessments to stay on track in all of my classes
  - I try new study habits and use ones which I know are effective for me
  - I access the resources that are available to me, like the PLP, tutoring bar, optional workshops, my classmates, etc.



- Summit Reads
  - I read for 25 minutes a day
  - I improve my reading skills
- Summit Solves
  - I work on math problems for 25 minutes a day
  - I improve my problem-solving skills
- Office Hours
  - I proactively attend office hours to seek help and support in improving my knowledge and skills
- Personalized Learning Time (PLT) at Home
  - I work at least 8 hours a week outside of regular school hours to improve my knowledge and skills
- Expeditions
  - I actively engage and immerse myself in my Expeditions courses
  - I use Expeditions to learn new and relevant things about myself, my community, and/or my world
  - I find or deepen a passion that I will pursue beyond classroom walls

### Priority Level 3: Showing What I know and Can Do

*The ability to demonstrate what I know and can do will create opportunities for me in college, career and life.*

- Grades and Report Cards
  - I earn grades that will enable me to attain my college goals
  - I set weekly goals and plans that enable me to achieve the grades I need in order to achieve my long-term goals
- College Applications
  - I am responsible for my college applications and use my family and mentor for support
  - I know what the colleges I want to attend are looking for and my performance is consistent with their expectations
  - I apply to and meet college deadlines
- Standardized Tests
  - I have a plan to accurately demonstrate my knowledge and skill on each standardized assessment because it will impact my goals and future
- Celebrations of Learning
  - I share work of which I am proud
  - I support the learning and growth of my classmates

### Priority Level 4: School Community & Leadership

*Developing the skills, knowledge and plan to be high performing with our students*

- Student Ambassador
  - I am welcoming to guests to our schools
  - I am behave like a model Summit student
- Pursuit of My Passions
  - I find a passion that I will pursue beyond classroom walls
  - I spend time engaged in my passion each week
- Camping Trip
  - I build real relationships with other members of the school community
  - I believe I am a valued member of the school community
- Study Trip
  - I learn new and relevant things about myself, my community, and/or my world

- I know what I am looking for in a college
- Community Activities
  - I build real relationships with other members of the school community
  - I believe I am a valued member of the school community

### **Foundation: Personal Stability**

*My success depends upon my ability to be physically and mentally present and engaged.*

- Attendance
  - I attend school every day unless I have a contagious illness
  - If I am absent, I work to stay on track academically
- Timeliness
  - I am always on time to school
  - I am always on time to classes and appointments
- Health
  - I engage in physical activity regularly
- Wellness
  - I know how to make healthy food choices and make them most of the time
  - I eat breakfast and lunch daily so I stay healthy and am able to learn all day
- Sleep
  - I am well rested every day and ready to learn.
- Dress
  - I wear clothes that are comfortable and appropriate for the day's activities
- Focus
  - I am always where I am supposed to be when I am supposed to be there
  - I am reflective about my behavior and understand how it impacts other people.

## **Role of a Summit Parent**

### **Priority Level 1: Ensure my student is at school and ready to learn**

- Ensuring the physical, mental, and emotional health of student
- Ensuring student is on-time and present
- Ensuring student is picked up from school at appropriate time
- Arranging lunch for my student
- Enrolling and re-enrolling my student
- Completing accurately and returning school forms in a timely manner

### **Priority Level 2: Partner with my student's mentor and the school on supporting my student**

- Attending and engaging in the Personalized Learning Plan Family meeting (Sept)
- Building relationship and engaging with my student's mentor
- Actively learn about the Summit student experience
- Keeping informed and updated on the school's activities and happenings
- Supporting my student's extracurricular activities

### **Priority Level 3: Support students' academic success and college readiness at home**

- Checking in with my student regularly about their academic progress
- Understanding and reflecting on student's cognitive skills growth on projects
- Understanding and reflecting on student's content knowledge through content assessments
- Ensuring my student is prepared for standardized tests
- Ensuring my student has a productive workspace at home
- Supporting my student's college application process
- Providing enriching experiences over summer and vacations
- Supporting the choice and participation in Expeditions

#### **Priority Level 4: Contribute to the School Community**

- Celebrating all of our students' achievements
- Recruiting new families to join the school
- Welcoming incoming families into the community
- Supporting the school's camping trip and study trip
- Making the best effort to contribute at least 30 Community Hours per family each year
- Fundraising and donating
- Participating in the school's parent organization

# EXPECTED SCHOOL WIDE LEARNING RESULTS

**EMPOWER THINK COMMUNICATE LEAD**

Summit's mission is to prepare a diverse student population for success in college and to be thoughtful, contributing members of society.

## As ***empowered*** LEARNERS we...

- master the foundations of each discipline.
- set and accomplish goals effectively.
- reflect on our own learning.
- work hard and with persistence.
- embrace the growth mindset and life-long learning.

## As ***critical*** THINKERS we...

- gather, evaluate, and utilize evidence and data.
- define problems and implement solutions.
- use logical reasoning to generate conclusions.
- foster connections within and between disciplines.

## As ***effective*** COMMUNICATORS we...

- speak and write effectively in a variety of contexts.
- read and listen actively.
- recognize how perspectives shape ideas and decisions.
- utilize technology as a valuable tool.
- collaborate well and maintain interpersonal relationships within diverse groups.

## As ***dynamic*** LEADERS we...

- demonstrate courage, integrity, compassion, respect, curiosity, and integrity.
- appreciate multiple diverse perspectives and handle conflict constructively.
- work effectively with others towards a common purpose.
- defend our rights and duties as citizens.
- advocate for the needs of our communities.

# Summit Core Characteristics

## COMPASSION

*“How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong -- because someday you will have been all of these.”*

George Washington Carver

Compassion is	Looks like	Is not
<ul style="list-style-type: none"> <li>▪ Empathy (walking in another person’s shoes)</li> <li>▪ A desire to help others</li> <li>▪ A sense of responsibility for others’ success and well-being</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feeling another person’s pain, joy, suffering, or pride</li> <li>▪ Volunteering in the community</li> <li>▪ Actively participating to help another person succeed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Putting oneself before others</li> <li>▪ Indifference or cruelty</li> <li>▪ Thinking and acting according to one’s needs only</li> </ul>

We expect that at the end of four years, Summit students will feel responsible for not only their own success but that of their peers. We will have a culture where students regularly work together, depend on each other, and contribute to the formation and maintenance of a learning community.

### Outstanding Example of Compassion

Eleanor Poltorak, Class of 2011 Summit Prep, was awarded the Core Characteristic award for Compassion. Each time you interact with this young woman, you feel a sense of hope as a result of her unconditional kindness. She is a selfless member of our community, always seeking to serve others before serving herself, and bestowing her grace upon everyone, everywhere. She listens intently to all, effortlessly honoring others’ opinions and perspectives while making them feel like they are the only person that matters. Here at Summit, compassion is a core characteristic that unifies our community and fosters relationships across boundaries that typically deter people. These unique relationships strengthen our school community and help maintain a safe environment where everyone is valued. Eleanor’s boundless compassion embraces “all humanity and the whole of nature in its beauty,” and we are blessed to have her as a unifying member of our community.

## COURAGE

*“Courage is resistance to fear, mastery of fear – not absence of fear - - Mark Twain  
Power is given only to him who dares to stop and take it . . . one must have the courage to dare”  
Fyodor Dostoevsky*

Courage is	Looks like	Is not
<ul style="list-style-type: none"> <li>▪ Standing up for your beliefs, even when others disagree</li> <li>▪ Taking a leadership role</li> <li>▪ Taking thoughtful risks—socially and academically</li> </ul>	<ul style="list-style-type: none"> <li>▪ Speaking up to fight prejudice, hate speech, and all other disrespectful words and actions</li> <li>▪ Making a positive change in the community</li> <li>▪ Trying your best, even when a task is difficult</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ignoring injustice</li> <li>▪ Following the crowd</li> </ul>

### Outstanding Example of Courage

Stephanie Villalta, Class of 2009 Summit Prep, was awarded the Core Characteristic Award for Courage. In an essay every junior reads, Jeanne Wakatsuki Houston writes that when she was a teenager she had "an unexplainable pull to fulfill some possibility, some unknown challenge. I know that urge to fulfill was hope, a submerged belief in my own power, in the possibility I could accomplish 'something.'" Courage could be described as acting on our hopes, believing in our own power, even when the odds seemed stacked against us.

Like Houston, a successful Bay-Area writer, the Courage Award winner believes in the power of her own education. Over her Summit career, this student has transformed from a distracted, shy freshman to a focused and passionate upperclassman. She used to be a sleepy student who blamed her absences on a marathon two-train commute, yet this year she made sacrifices to be closer to school. This student is a tireless volunteer for Summit, always willing to be the smiling face that welcomes new families or translates at open houses.

Courage means supporting your friends, but knowing when it's time to take care of yourself.  
Courage means making hard choices when it matters.

## CURIOSITY

*“The cure for boredom is curiosity. There is no cure for curiosity”  
Ellen Parr*

Curiosity is	Looks like	Is not
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<ul style="list-style-type: none"> <li>▪ Pursuing your interests</li> <li>▪ Inquiring about a variety of topics</li> <li>▪ Leaving your comfort zone</li> <li>▪ Seeking new ideas and experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asking thoughtful questions both in and out of class</li> <li>▪ Reading a book for fun or experimenting with a new hobby</li> <li>▪ Eating lunch with someone you don't know</li> <li>▪ Playing a sport you have never played before</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simply memorizing or recalling facts</li> <li>▪ Joining a club just to boost your college application</li> <li>▪ Choosing to always work with your friends on group projects</li> <li>▪ Saying no to something unfamiliar</li> </ul>
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### Outstanding Example of Curiosity

Ben Milman, Class of 2008 Summit Prep was awarded the Core Characteristic award for Curiosity. In its most basic form, curiosity is the unending search for deep understanding. Some ask questions, some do outside research, but all curious minds make connections between different events and search for the bigger picture. This drive for deeper knowledge shows that a student is a life-long learner and it is one of the very important characteristics of a great college student.

Ben is remarkably curious. In government class, he read the book and current events incessantly, even though he rarely completed his notes. Outside of class he learned about a huge variety of events that tied into government. He was always able to help other students better understand a government concept with an anecdote that was gained through his curiosity. He has not always been the model student, as he has missed huge assignments for many years. Yet, in every class he searches for a big picture understanding and works hard in and outside of class to learn deeply about our core content standards.

For unceasing curiosity and for truly embodying the notion of being a life-long learner, the Award for

### INTEGRITY

*“Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful”*

Samuel Johnson

*“A little integrity is better than any career”*

Ralph Waldo Emerson

Integrity is	Looks like	Is not
<ul style="list-style-type: none"> <li>▪ Doing the <i>right</i> thing, even when no one else will know</li> <li>▪ Emphasizing principle over result</li> </ul>	<ul style="list-style-type: none"> <li>▪ Returning money or property that you find</li> <li>▪ Turning in original work</li> <li>▪ Refusing to break rules in order to win</li> </ul>	<ul style="list-style-type: none"> <li>▪ Living by an “as long as I can get away with it” mentality</li> <li>▪ Winning at all costs</li> </ul>

<ul style="list-style-type: none"> <li>Examining and acting on your own morals</li> </ul>	<ul style="list-style-type: none"> <li>Telling the truth for the betterment of the community, even if it gets you or a friend in trouble</li> <li>Doing what you believe in and believing in what you do</li> </ul>	<ul style="list-style-type: none"> <li>Assuming that what you believe to be “right” is right for everyone</li> </ul>
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### Outstanding Example of Integrity

Max Mical, Class of 2008, was awarded the Core Characteristic award for Integrity. Max is committed to doing right by his teachers and his academic work. He is always up front and honest about the effort he put into his work, and takes responsibility for getting the help he needs, especially on revisions. He doesn't try hard just for the grade, but because he knows that working hard will help him succeed and will show his respect for the opportunities provided at Summit. He doesn't take the easy way out in learning - he genuinely wants to succeed the right way, by earning it. He persists in asking questions and challenging himself until he gets mastery - whether the first time through or when working through corrections.

Max is committed to doing right by his friends and peers. He shows this by laughing with them and lending them an ear when they need it. He is supportive and compassionate with them especially when they need it. Max respects the group work process when no one is looking. He's always careful to include everyone, to make sure all voices are heard. He is skilled at gently reminding his peers to respect the process and task at hand.

### RESPECT

*“If you want to be respected, you must respect yourself”*

Spanish Proverb

*“For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.”*

Nelson Mandela

Respect is	Looks like	Is not
<ul style="list-style-type: none"> <li>Valuing and contributing your unique, individual gifts and abilities</li> <li>Valuing and treating with dignity the unique gifts and abilities of others</li> <li>Valuing and caring for the community and buildings</li> </ul>	<ul style="list-style-type: none"> <li>Dressing appropriately</li> <li>Eating nutritious foods</li> <li>Getting plenty of rest</li> <li>Taking advantage of opportunities</li> <li>Listening when others speak</li> <li>Making an effort to get to know everyone</li> <li>Thanking someone for teaching you something new</li> </ul>	<ul style="list-style-type: none"> <li>Believing you cannot succeed</li> <li>Giving in to destructive behavior</li> <li>Calling people names</li> <li>Making fun of people</li> <li>Excluding people</li> <li>Making a mess and expecting others to clean up</li> <li>Showing up late</li> <li>Not doing your part</li> </ul>



	or for opening your eyes to a different perspective	
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### Outstanding Example of Respect

Steven Szczurko, Class of 2009 Summit Prep was awarded the Core Characteristic Award for Respect. “Thank you Ms. Feinberg” was what he said after each and every history class. “¡Gracias y que le vaya bien!” was what he eloquently and politely said after each and every Spanish class. No matter what that day’s lesson plan was, this student appreciated each and every effort of his teachers. Not a day passed without him saying hello to his teachers or fellow students in the hallway. In class, he treats all other students as his equal. He respects the contributions of all of his classmates, including underclassmen. On the first math office hours, he asked explicit permission to come and help people.

He is always thoughtful with his word and values multiple viewpoints. This student is civic minded, and has worked outside Summit to improve the larger community and world. Although he embodies all of the core characteristics, this student serves as a model in the community for respect.

### RESPONSIBILITY

*“The more freedom we enjoy, the greater the responsibility we bear, toward others as well as ourselves.”*  
Oscar Arias Sanchez

Responsibility is	Looks like	Is not
<ul style="list-style-type: none"> <li>▪ Following through on your commitments and obligations</li> <li>▪ Accepting the consequences of your actions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completing tasks and schoolwork and participating in a club or team with a sense of pride</li> <li>▪ Cleaning up a spill that you caused</li> </ul>	<ul style="list-style-type: none"> <li>▪ Delaying, neglecting, or handing off commitments</li> <li>▪ Blaming other people</li> </ul>

### Outstanding Example of Responsibility

Nate Wynne, Class of 2010 Summit Prep, was awarded the Core Characteristic award for Responsibility. It is easy to be responsible when things are going well. It is difficult to be responsible when you are feeling crummy. It is easy to be responsible when what you are asked to do is easy, but it takes an innate sense of responsibility to take your education into your own hands when the curriculum is challenging and the answers are not obvious. It is easy to talk to a teacher when you have done something right, it takes responsibility to talk to a teacher when there is a problem. It is one thing to turn your work in on the day that it is due when you are there, Nate is a student that immediately comes to mind when teachers think of a student they do not have to worry about making up missing work if

he's absent because he always knows exactly what he's missing and how he's going to make it up. Here are some more examples of the responsibility that Nate demonstrated:

- Responsibility occurs in group work when you are not satisfied when one person in a group understands, you are only satisfied when everyone understands (including yourself!) and you do what you need to do to make that happen.
- Responsibility is giving those little slips you get from your mentor to your parents and returning the signatures back to your mentor on time.
- Responsibility is wanting the ball at the free throw line with 2 seconds left on the clock.
- Embodying all of the core characteristics is a responsibility of being at Summit, and we believe that responsibility is best manifested this year in the person of Nate Wynne.

# Communication

## Communication Philosophy:

### **Positive, Proactive and Efficient Communication**

The value of good communication is undeniable and Summit will proactively communicate news, updates, and school performance to both parents and students across a variety of channels.

Our primary methods of communication will be via email (including Summit Tahoma's school newsletter and the Summit Insider), the PLP, and our parent portal (address below) as well as through daily interactions between faculty and students. In addition, we have automatic phone call and text messaging systems, multiple in-person events throughout the year, and will occasionally postage mail forms home. Because communication is so important, please ensure that we always have your most up-to-date contact information.

Positive communication begins with the assumption that every member of our community has positive intentions and that communication is a partnership with mutual responsibility. We all have busy lives, much responsibility and little time to waste. Therefore, if we can keep these things in mind when we are deciding when, how and about what to communicate with others, the result should be positive, proactive and efficient communication.

## **2015-2016 School Contact Info**

### **Summit Public School: Tahoma**

Phone: 408-729-1981

Tahoma Parent Portal: <http://tahoma.summitps.org/>

Tahoma Facebook: <https://www.facebook.com/SPSTahoma>

Summit Public Schools Website: <http://www.summitps.org/>

Summit Public Schools Facebook: <https://www.facebook.com/SummitPS>

## Our Team

*Summit Public Schools has a world-class faculty collaborating to achieve our common mission - providing college opportunity and access to every student. Faculty at Summit Public Schools have the remarkable capacity for connecting with young people, have a passion for their subjects, and have a strong level of dedication, respect and compassion for students.*

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### Administrative Team

#### Nicholas Kim

Executive Director

contact me: [nkim@summitps.org](mailto:nkim@summitps.org)

#### Jonathan Stewart

Assistant Director

contact me: [jstewart@summitps.org](mailto:jstewart@summitps.org)

#### Indelisa Muro

Office Manager and Registration

contact me: [imuro@summitps.org](mailto:imuro@summitps.org)

### Equipo de Español

#### Marisa Craig

Spanish 1, Spanish 3

contact me: [mcraig@summitps.org](mailto:mcraig@summitps.org)

#### Andrea Hernandez

Spanish 2, AP Spanish Language

contact me: [ahernandez@summitps.org](mailto:ahernandez@summitps.org)

### English Team

#### Sandy Chang

9th grade English, Literature and Personal Development

contact me: [schang@summitps.org](mailto:schang@summitps.org)

#### Zachary Drew

10th Grade English, AP English Language

contact me: [zdrew@summitps.org](mailto:zdrew@summitps.org)

**Emily Richey**

AP Literature

contact me: [erichey@summitps.org](mailto:erichey@summitps.org)

## Science Team

**Brian Dowe**

Physics

contact me: [bdowe@summitps.org](mailto:bdowe@summitps.org)

**DuChante Davis**

Chemistry

contact me: [ddavis@summitps.org](mailto:ddavis@summitps.org)

**Amanda Paul**

AP Environmental Science

contact me: [apaul@summitps.org](mailto:apaul@summitps.org)

## History Team

**Sasha Chatskaia**

World Studies 1

contact me: [achatskaia@summitps.org](mailto:achatskaia@summitps.org)

**Megan Toyama**

World Studies 2, AP U.S. History

contact me: [mtoyama@summitps.org](mailto:mtoyama@summitps.org)

**Eileen Kim**

AP Government

contact me: [ekim@summitps.org](mailto:ekim@summitps.org)

## Math Team

### Justin Nordheim

Algebra 1, Geometry

contact me: [jnordheim@summitps.org](mailto:jnordheim@summitps.org)

### Angela Moncada

Algebra 2, Precalculus

contact me: [amoncada@summitps.org](mailto:amoncada@summitps.org)

### Douglas Wills

AP Calculus and AP Statistics

contact me: [dwills@summitps.org](mailto:dwills@summitps.org)

## Resource Specialist Team

Audry Hart

contact me: [ahart@summitps.org](mailto:ahart@summitps.org)

Claire Towers

contact me: [ctowers@summitps.org](mailto:ctowers@summitps.org)

## School Overview

### **School Hours**

The school is open from 7:45am-5:00pm Monday and Wednesday and 7:45am-4:00pm Tuesday, Thursday, and Friday. Students are available for pickup at 4:00pm. Morning office hours are 7:45-8:45am everyday and afternoon office hours are 4:00pm-5:00pm Mondays and Wednesdays.

### **Lunch**

We have contracted with Choice Lunch this year. Choice Lunch will provide both a cold breakfast and a warm lunch. Students are asked to pre-pay for their lunches by online payment, check or cash. If there are any questions, please contact our operations manager, Indelisa Muro at [imuro@summitps.org](mailto:imuro@summitps.org)

### **Closed Campus**

Summit has a closed campus for reasons of safety and community. Students will remain on the school property from 9:00 am – 4:00 pm. Under no circumstances will students be allowed to leave the campus

during lunch, unless they are accompanied by a faculty member or school representative for a specific event.

**School Calendar**

**Summit Public School: Tahoma Calendar 2015-16**

**2015-2016 School Calendar**

July 2015						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	PLP	26
27	28	29	30			

October 2015						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- School Closed
- All Organization Day
- PLP Meeting Day
- Expeditions
- First and Last Day of Semester

## **Important Dates**

### **Summit Camping Trip**

This fun-filled all-school overnight event includes all students (attendance is mandatory), the entire faculty and several lucky parent chaperones. We depart early on Thursday morning, August 27th and return by 3 pm on Friday, August 28th. "School" is conducted at the camp site. This is an event that is not to be missed!

### **Back-to-School Night (Part 1 and 2)**

It is expected that all families will participate in both Back-to-School Nights. Both are events for parents/guardians to meet their student's mentor and teachers, understand the role of the parent at Summit, learn about the student experience, and interact with their student's PLP. These events provide the foundation of knowledge and skills that parents will need to support their student's academic success and college readiness at home. We want our parents to be true partners in helping our students achieve their educational goals and the partnership begins with Back to School Night.

### **Personalized Learning Plan Goals Meeting**

Each student will work with his/her faculty mentor and parents/guardians to develop Personalized Learning Plan (PLP) Goals. By developing individual college and long-term career goals, Summit is then able to create a customized academic plan to set up students to achieve those goals. PLP Goal meetings will be held on Friday, 19th and Saturday, September 20th. PLP Conferences will be scheduled during Back to School Night or by contacting your student's mentor directly.

### **Recruitment Open Houses**

Recruitment open houses are events that allow us to share more about the Summit student experience with interested parents and students. The best way for prospective parents and students to learn about Summit is through our current parents and students. We would love for you to be our ambassadors at our open houses. Dates of open house events are available on <http://tahoma.summitps.org/>

### **Scholarships**

If you qualify for Free and Reduced Lunch, the school is able to provide scholarships for all school activities such as the camping trip and study trip. If you would like to receive a scholarship, you must fill out a Free and Reduced Lunch Application, which can be picked up from Patricia Contreras. Questions about the form and scholarship program should be directed to Indelisa Muro (imuro@summitps.org, (408)729-1981)



**Daily Schedule (SAMPLE STUDENT SCHEDULE)**



## Academics

**Graduation Requirements**

As a college preparatory high school, Summit Tahoma’s goal is for students to gain relevant higher-order thinking skills (cognitive skills) and master rigorous academic content. To this end, the standards-based academic curriculum at Summit Tahoma fosters a rich and engaging student experience using research-based instructional and student assessment methods.

**Summit Tahoma School Graduation Requirements**

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| • 4 years Social Science        | 1 year Visual and Performing Arts |
| • 4 years English Language Arts | 3 years Electives                 |
| • 4 years Mathematics           | 4 years Physical Activity         |

- 4 years Laboratory Science
- 2 years minimum, 4 years suggested

<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Social Science</b>	World Studies I	World Studies II	AP US History & Government I	AP US History & Government II
<b>English</b>	Literature and Personal Development	Literature: The Individual and Society	AP English Language and Composition	AP English Literature and Composition
<b>Math</b>	Geometry (all) Algebra I	Algebra II	Pre-Calculus & Trigonometry	AP Statistics or AP Calculus
<b>Science</b>	Biology	Physics	Chemistry	AP Environmental Science
<b>Spanish*</b>	Appropriate level	Appropriate level	Appropriate level	Appropriate level
<b>Expeditions</b>	Visual/Performing Art	Expedition Elective	College Readiness and Expedition Elective	Expedition or Internship/ Independent Study

\* All students will work towards proficiency. Proficiency is defined as completion of AP Spanish.

### **Course selection and transferability policies and procedures**

Summit’s curriculum is designed as a cohort model. This means that students in each grade take the same courses each year with few exceptions. The educational benefits of this model are numerous and include a focus on five key curricular areas, a common experience and a focused college prep experience. As a result, all Summit classes in English, History, Math, Science and Spanish are approved by the UC system and will transfer to other high schools accordingly. The following Summit Visual and Performing Arts courses are UC approved and will transfer to other high schools accordingly: Musical Theater I, II, and III; Art I, II and III, Instrumental Music, Photography, Film making, and Ensemble Music. Some activities, courses and Expedition experiences fulfill Summit’s requirements and expectations, but DO NOT transfer to other high schools for credit. They include

- College Readiness
- Yearbook
- Internships

### **College Entrance Requirements:**

At Summit Tahoma, each student will be prepared for college application and entrance into the UC system, the CSU system, and all private institutions. Additionally, Summit students will enter college possessing the academic skills and personal traits needed to enable their success: intellectual curiosity, creative expression, critical thinking, value-based reasoning, and awareness and empathy for other

people and cultures, beliefs and governments. The following is a list of the current Cal State and UC entrance requirements, which are generally the same as the requirements for private institutions:

- **History / Social Science** -Two years required, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American Government; and one year of world history, cultures, and geography.
- **English** - Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.
- **Mathematics** - Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- **Laboratory Science** -Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics.
- **Language other than English** - Two years of the same language other than English
- **Visual & Performing Arts** - One year, including dance, drama/theater, music, and/or visual art
- **College Preparatory Elective** - In addition to those courses required in "a-f" above, one year (two semesters) of college preparatory electives are required, chosen from visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

All classes must be completed with a grade of “C” or higher.

### Grading Policy

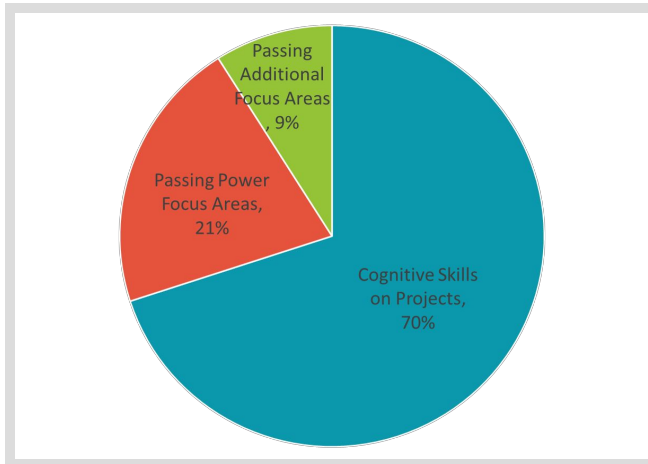
To prepare students for career and college, our classes focus on developing cognitive skills and content knowledge. Cognitive skills include skills such as critical thinking, analysis, problem-solving, and writing. Content knowledge is specific pieces of information that students learn in different subject areas - such as the quadratic formula or historical events during World War I.

Grades show both the competencies students have as well as the growth they have made. We believe that our students will be growing and improving in their abilities throughout the year, and we want their grades to reflect and celebrate that. Thus:

- Projects make up 70% of a course's grade and are graded based on a student’s cognitive skills. Only the best grade for each cognitive skill in a course’s projects will be counted towards the final grade, although students must pass every project (receive a C- or above) to pass a class.
  - Cognitive skill scores range from C– to A+ and the band varies by grade level. This rubric was developed in consultation with assessment experts at Stanford.
    - 6th Grade: 2 to 4
    - 7th Grade: 2.5 to 4.5
    - 8th Grade: 3 to 5
    - 9th Grade: 3.5 to 5.5
    - 10th Grade: 4 to 6
    - 11th Grade: 4.5 to 6.5

■ 12th Grade: 5 to 7

- Passing content Assessments make up 30% of a student's grade and reflects the mastery of content in a course. Students must answer eight out of 10 questions (receive an 80%) on a content assessment to pass. This is split between 21% towards Power Focus Areas and 9% towards Additional Focus Areas. Students must pass all content assessments in the Power Focus Areas to pass a class; however, students do NOT need to pass all Additional Power Focus Areas.



*Student grade break down*

Families will receive yearlong grades in June and a mid-year report in January. However, students and parents can access real-time grades at any time through Summit's Personalized Learning Plan (PLP) dashboard.

**Original Work Policy**

The faculty and staff of Summit Tahoma expect that all work completed and turned in will be original work of the respective student. Plagiarism is taking the work of another and attempting to pass the work as one's own. Thus, plagiarism is not limited to copying text from an existing source without documentation; it is also the copying of ideas from a source without documentation. Copying ideas from another student (the source in this case) without documentation is also considered plagiarism. In the case of plagiarism, there is shared and equal responsibility (and therefore shared and equal consequences) for this action.

To clarify, we have given you examples of what this type of plagiarism looks like:

Plagiarism Looks Like:	Plagiarism Does Not Look Like:
<ul style="list-style-type: none"> <li>● Giving someone answers on any assignment, test, or project.</li> <li>● Communicating related information to another student in any way during a test or exam.</li> <li>● Handing your work to someone else for them to look at. Even if you didn't</li> </ul>	<ul style="list-style-type: none"> <li>● Helping a fellow student independently understand an assignment through working with them directly (and not showing them the answers!).</li> <li>● Working together on homework as long as each student independently understands the final work that they are</li> </ul>

believe that it was their intention to copy you!	turning in and writes all work in their own words.
--	--

Students choosing to violate this key tenet of the school will be put on our graduated discipline plan (see below for details).

## Project Time

Delivering on the promise of college readiness means providing students with opportunities to develop the life or cognitive skills that have been widely identified as essential for lifelong learning and growth. We develop these skills through project-based-learning during Project Time so that our students are ready to not only enter but also succeed at college. During Project Time, students are working on projects that mimic the work of people in the workplace or field of the discipline. This means that on some days students will collaborate in groups or participate in whole-class discussions. On other days, students will work independently to write essays, develop lab reports, and create presentations. Throughout the class, teachers are promoting learning by giving students feedback, facilitating discussions, and engaging and challenging students in their projects.

## Mentoring

One of the things that is unique and special about Summit is our mentoring program. Each Summit student is assigned a mentor at the beginning of the school year and that mentor will be the student's coach, advocate, and confidante throughout the year. The mentor helps students set goals, create plans, and make good decisions -- the skills of becoming a self-directed learner.

The mentor is also the main point of contact and advocate for a student's family with the school. The mentor will communicate to parents any needs, concerns, and updates on a student's academic progress across all courses and will be the parents true partner.

Every Friday, mentees meet 1:1 with their mentors for 10 minutes for their weekly check-in. Students drive these meetings to discuss their proposed goals and plans for the coming week, and reflect together on the past week. It is a unique time and space to push students on their Habits of Success and help set them up for success in all aspects of their school experience and college readiness.

## Community Time

Each student will be a part of a community group. Community Groups serve as a home base for students. It's a safe place for students to express themselves to their fellow community group members and to their mentor.

Students will meet with their mentor along with their community group in Community Time. During Community Time, the community group and mentor will create and share weekly goals, work on a community project, reflect, and celebrate. The goal is to build a trusting, caring, safe community for students as well as reinforce Habits of Success.

In high school, students spend the last ten minutes of every day in Community Time as well as spend 65 minutes on Friday. In middle school, students have one or two 50-minute weekly Community Time sessions.

## **Summit Reads**

Reading is at the heart of learning and functioning in our society. Everything requires the ability to read. Because of the critical importance of reading, students have dedicated time to strengthen their reading skills during Summit Reads.

During Summit Reads, students will be reading books on Curriculet, an online book reader. Teachers will coach students on choosing a “just right book” -- one that is challenging enough to keep them learning but not so challenging that it's discouraging. While students are reading, teachers will check in with students, read alongside them, and ask questions. Teachers may also supplement learning with Reading Plus, an online reading program, or small group readings.

## **Summit Solves**

Mathematical abilities and problem solving skills are incredibly important for college success. The best way to get better at these skills is to practice. Math is like a language -- if you don't practice, you lose your skill. As a result, this year we are launching Summit Solves, a dedicated time for students to work on math problems.

During Summit Solves, student will be mainly working on Khan Academy, a world-renowned website that provides video lectures and practice problems across a variety of subjects with a specialty in math. Khan's assessment program will guide students to work on the right problems for them, and our teachers will provide each student the right level of support. While students are working on Khan, teachers will be checking in and coaching them on their learning strategies. Teachers may also supplement Khan with small group learning or other instructional strategies designed to give students quick, targeted feedback .

# Expeditions

Summit believes helping students find their passion and interests keeps students motivated to learn, be curious, and persevere through challenges. It's that spark and internal drive that creates a fulfilling and enriching life and help them become thoughtful, contributing members of society as adults. That's why for 8 weeks of the school year, during Summit Expeditions, students immerse themselves in energizing and engaging electives where students discover and deepen their passions. In their Expeditions courses, students will take a break from their core academic classes and dive into unique subject areas that are potentially life and perspective-changing. We offer a variety of Expeditions courses and workshops at each school that appeal to different types of learners, passions, and interests. Topics range film and video production to computer science to psychology and much much more and are taught by Expedition teachers and community partners who are experts in their field.

Learn more at:

<http://expedition.summitps.org>

## The Ways We Work

	<b>Large group</b>	<b>Independent</b>	<b>Collaboration</b>	<b>Summit Reads</b>	<b>Summit Solves</b>
Sounds like...	One Voice	Library Quiet	Productive Buzz	Library Quiet	Library Quiet
Looks like...	Students sitting up, tracking the speaker with eyes	Students working productively with urgency	Students showing inviting body language	Students silently reading	Students silently practicing math
Technology is...	Off	Used for learning; Headphones OK	Used only to enhance collaboration and only if accessible to all group members	Curriculate	Khan Academy
When class begins, students are...	Awaiting teacher instructions, with computers put away	Reviewing their SDL (in PLT)	Following teacher's instructions	Reading	Practicing math

### School Norms:

Respect (your classmates, your teachers, yourself, our shared space)

Contribute to our safe space  
Value every minute  
Leave no classmate behind  
Arrive on-time, ready to shine

### **Collaboration Norms:**

100% of the group on-task, 100% of the time  
Hold group members accountable  
Step up and step back as necessary  
Listen and build off one another  
Ensure that every group member has access (to materials, to the conversation)  
Show good body language  
Ensure equitable participation

## **School Support Structures**

### **Office Hours**

In college, office hours are a time for students to meet with their professor/teacher, get individual support, and ask for feedback. Knowing who to ask and how to ask for help will be vital for college success. At Summit, we also hold office hours. During office hours, students can connect with their teachers to get the extra support that they need. They can go over receive feedback on projects, take content assessments, or practice skills with their teacher. It's a safe place for students to work and use in whatever way makes the most sense to them.

Summit Tahoma's Office Hours: Monday-Friday 7:45-8:45am and Mondays & Wednesdays 4:00-5:00pm

### **PLT**

Personalized Learning Time is a time when students can focus on mastering the content knowledge they need to apply to their projects. During this time:

- The PLT teacher will check-in with students regularly about their academic progress
- The PLT teacher will provide content workshops and tutoring
- The PLT teacher will coach students on different learning and study strategies
- Students will work on developing skills to make them an effective learner
- Students will collaborate and practice content with peers
- Students will take content assessments (tests)

Students are given the tools and resources to access and learn the content that is required in their courses while at the same time learning how to be resourceful and problem-solve. These are the self-directed learning skills, such as persistence, learning when and how to ask for help, and strategy shifting, that they practice during PLT.



# School Policies

## Attendance

We are committed as a school to creating a community. In order to foster community, students need to be in school. Research also clearly shows a direct correlation between high student attendance and high student performance. Having students attend school consistently is also a major factor in allowing faculty to focus on student performance and not on make-up work. Below are the goals and proposals for meeting those goals this year.

Summit aims to have:

- 98% of Summit students attend school on time everyday
- All absences are verified by parent within 24 hours

In order to meet our goals, it is necessary that:

- All Summit Tahoma parents must call (408) 729-1981 before 9:00 am if their student is sick.
- If parents do not call, they must meet with the director before the student is re-admitted to class.
- All students attend school every day, for the entire day, unless they have a contagious illness.
- If a student is not present on Friday, the day for 1:1 mentor check-ins, they must arrange with their mentor another time to meet and set/reflect on their learning.

## Tardy Policy

Quality instructional time is a key component to the success of Summit students. Students miss learning time by being tardy, so there is a school-wide expectation that students will show up ON TIME to EVERY CLASS. For first period tardies, students will not be admitted to class without a tardy pass from the office. Families will be notified for repeated first period tardies.

## Food and Drink in the Classroom

Because of the use of technology in the classroom, Summit Tahoma will not allow food or drink in class. When **NOT** using technology in class, students may have water **ONLY**.

## Technology in the Classroom

<b>A. Norms</b>	<ol style="list-style-type: none"><li>1. Students use technology and internet only to support learning during class.</li><li>2. Students are responsible for their technology<ol style="list-style-type: none"><li>a. broken technology will result in logical consequences</li></ol></li><li>3. Students help each other with technology.</li><li>4. Students exhibit respect while using technology</li></ol>
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<b>B. General Procedures/Rules</b>	<ul style="list-style-type: none"> <li>● Every student must have a working pair of headphones for use at school. (Headphones will be available at school for families for whom this will be a hardship)</li> <li>● Chromebooks are to be charged overnight and during lunch (i.e. computers are not used during lunch, but students can use cell phones or other tech that they bring from home)</li> <li>● Students can use chromebooks at their leisure before school and after school</li> <li>● Keep food and drink separate from chromebooks at all times</li> <li>● Chromebooks can be taken off campus only when permission is granted and when it is logged/approved. *see below</li> <li>● Students will keep chromebook at hand for use throughout school day.</li> </ul>
<b>C. PLT</b>	<ul style="list-style-type: none"> <li>● All technology and websites are used to support learning process (i.e. listening to music is OK. Playing Angry Birds is not)</li> </ul>
<b>D. Project Time:</b>	<ul style="list-style-type: none"> <li>● Start and end class with computers shut and additional tech away.</li> <li>● Tech use at teacher direction.</li> <li>● When tech is in use, it is to support learning process (i.e. listening to music is OK. Playing Angry Birds is not)</li> </ul>
<b>E. Summit Reads and Summit Solves:</b>	<ul style="list-style-type: none"> <li>● Chromebooks are only to be used in support of <i>Summit Reads and Summit Solves</i> programs.</li> <li>● Headphones are to be used only as necessary with Curriculate</li> <li>● Headphones may be used with Summit Solves <ul style="list-style-type: none"> <li>○ Screens should be monitorable by teacher in room.</li> </ul> </li> </ul>
<b>F. Community Time:</b>	<ul style="list-style-type: none"> <li>● Chromebooks are only to be used in support of community time activities only when directed by a teacher.</li> </ul>
<b>G. Chromebooks off campus</b>	<ul style="list-style-type: none"> <li>● If chromebook is left at Tahoma <ul style="list-style-type: none"> <li>○ Pick up computer upon arrival</li> <li>○ Plug-in computer before leaving</li> </ul> </li> <li>● If chromebook is taken home <ul style="list-style-type: none"> <li>○ Charge computer overnight</li> <li>○ Follow all tech norms while at home</li> <li>○ If a chromebook is forgotten at home: <ul style="list-style-type: none"> <li>▪ loaner will be issued</li> <li>▪ mentor call home</li> <li>▪ If multiple offenses, parents called in and possible additional consequences</li> </ul> </li> </ul> </li> </ul>
<b>H. Personal Electronics Policy</b>	<ul style="list-style-type: none"> <li>● Personal electronics may be used on campus before school, during passing periods, breaks and after school hours.</li> <li>● Consequences for unauthorized use or personal electronics: 1-and-done use policy: <ul style="list-style-type: none"> <li>○ 1st violation- pick up tech from teacher after school.</li> <li>○ 2nd violation- pick up tech from Caitlyn after school.</li> <li>○ 3rd violation- parent must pick up tech after school.</li> </ul> </li> <li>● Home electronics MAY NOT be connected to any Tahoma or SPS network.</li> </ul>

### Personal belongings

As members of a community focused on personal character, it should go unsaid that everyone should feel that their personal belongings will be safe and respected. That said, each individual must be thoughtful and diligent with their personal belongings to proactively prevent problems and issues.

Specifically, all community members should take some simple steps to keep our environment neat and orderly and prevent theft or damage to personal property. Specifically...

- Students are strongly encouraged to keep wallets, money, and expensive items with them at all times.
- Students are strongly discouraged from bringing expensive electronic devices to school. If brought, they should never be left unattended.

### **Summit Tahoma Dress Norms and Philosophy**

Summit Tahoma is committed to creating and maintaining a safe, professional, and unified school culture, and thus our dress philosophy shall reinforce and support a safe, professional, and unified school environment. Most importantly, clothes should never get in the way of learning.

Dress for boys and girls should be reflective of our core characteristic- respect. For every piece of clothing or accessory, we have a dress philosophy that creates a safe, professional, and unified school environment and culture. We will enforce the following norms:

#### **1) Clothing & accessories are safe**

- No solid\* red or blue (pants, shirts, shoes or hats)
  - Except:
    - Blue jeans are OK
    - Solid red and blue OK on college gear
- No Sharks, Raiders, 49ers, or Cowboys logos
- No references to drugs, alcohol, sex, profanity, gangs or violence

#### **2) Clothing & accessories are school appropriate**

- Clothing must thoroughly cover stomach, chest, and back.
  - Straps should be at least 2 fingers wide.
- Shorts and skirts must go past fingertips
  - Any holes in pants must be below fingertips
- No exposed undergarments (underwear, bra, boxers)

\*All individual articles of clothing must be less than 50% red or blue.

### **Community Service**

One of the goals at Summit Tahoma is to graduate students who are knowledgeable, active, and caring global citizens. This means students who not only care about themselves, but also about the world. Students who are concerned about the well-being of others will make the time to volunteer their services. Community service starts right in one's own community which is our school. During the PLP Goals meeting, students will discuss opportunities and plans to be active in community service on a regular basis and/or through an Expeditions experience. Volunteer experiences are incorporated into the Summit curriculum, but we always encourage students to seek additional opportunities.

For parents interested in volunteering with the school, please reach out to our parent organization, Tahoma Parents in Volunteer Organizing Teams (PIVOT). We will attempt to match the needs of the school with the skills, talent, experience and time of our parents. One of the benefits of being a part of a small school is having a close and involved parent community. Parents are key members of our community and we depend on their participation in supporting the school and strengthening the entire community. ***Thus, we expect parents to make their best effort to contribute at least 30 Community Hours per family each year.*** We also have multiple leadership positions that parents can volunteer for to actively support the school.

## **Graduated Discipline Plan**

### **Values**

Our graduated discipline plan is and should be a reflection of our values. At Summit Public Schools students are at the center of everything that we do. Our discipline plan reflects a culture and deep belief that:

- our schools should be physically and emotionally safe spaces for all
- feedback is essential to growth and college readiness
- principles should guide actions rather than rules
- all students are capable of being college ready
- we are a high trust organization

## **Summit Public Schools Student Behavior Plan**

Our schools work every day to help students develop healthy relationships, to identify common values and guidelines, to develop social emotional understanding and skills and to develop sense of ownership and belonging. At times, however, students need additional support. Summit Public Schools primarily manages difficulties by preventing harm, resolving differences and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, to embody our core characteristics and to develop into productive college-going community members, Summit Public Schools develops logical consequences where there is a focus on accountability, repairing harm and reintegrating students into the community.

### **Behavior Type 1: Behaviors that do not automatically result in expulsion**

<b>Level 1</b> <b>Teachable Moments</b>
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**Student behavior:**

Violating school norms with a minor effect on others.

**School Practice:**

Teachers immediately treat behavior as a teachable moment

**Level 2**  
**Teachable Moments - Students Reflect**

**Student behavior:**

Violating school norms with a significant effect on others.

**School Practices:**

- Teacher and mentor engage student in reflection
- Amends are made with necessary parties.

**Level 3**  
**Repeatedly Violating norms or causing major disruption - Trip to Director's Office**

**Student behavior:**

Repeatedly violating norms or causing a major disruption.

**School Practices:**

- Reflection in the director's office
- Students fill out a reflection sheet
- Student develops plan to give back to community, change behavior, etc
- Incident is logged
- Phone call home is made
- Mentor is actively involved as a support

**Level 4**  
**Continued violation of school norms majorly affecting others- Restorative Circle**

**Student behavior:**

Continued violation of school norms majorly affecting others.

**Practices:**

- Mentor and director put together a group (teachers, peers, mentor, parents and others potentially affected) within 48 hours of the incident.
- Student hears how his/her behavior has affected the group.
- Student brainstorms how to give back to community, change behavior
- Plan is shared with stakeholders: all teachers, admin and parents
- Incident is logged

**What happens if the circle does not work at first?**

Students may participate in more than one restorative circle.

**Level 5**

***Continued violation of norms after multiple interventions.***

**Student behavior:**

Continued violation of norms after multiple interventions.

**School Practices:**

- Site director and Chief Regional Officer explore next possible steps which could include:
  - a. Recommendation for suspension
  - b. Recommendation for expulsion

***Truancy and chronically tardy students***

**Practices:**

- Same steps as above

***Plagiarism***

**Practices:**

- Same steps as above

## Behavior Type 2: Behaviors that qualify for suspension or expulsion

### Suspensions

#### ***Suspendable behaviors and the Graduated Discipline Plan***

Certain behaviors, such as those listed below, may result in suspension or expulsion. Executive Directors and Assistant Directors in collaboration with the Chief Regional Officer may decide on the appropriate consequence to a given behavior that is in the best interest of the child and the school.

Behaviors that may qualify for intense intervention including suspension and expulsion include:

- Fights
- Drugs or other controlled substances (possession, selling, consuming)
- Drug paraphernalia (possession, selling, using)
- Alcohol (possession, selling, consuming)
- Tobacco products (possession, selling, consuming)
- Robbery (committed or attempted to commit)
- Extortion (committed or attempted to commit)
- Assault or battery or threat of assault or battery on a school employee
- Bullying (please see end of document for [National Guidelines on Bullying](#))
- Possessing, selling or furnishing a firearm, knife, explosive or other dangerous object
- Damaging property or vandalism (caused or attempted to cause)
- Obscene acts or engaging in habitual profanity or vulgarity
- Disrupting school activities or otherwise wilfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly receiving stolen school property or private property
- Possession of imitation firearms
- Sexual assault (committed or attempted to commit)
- Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding
- Hazing (engaged or attempted to engage in)
- Aiding or abetting the infliction of physical harm on another person
- Making terrorist threats
- Sexual harassment
- Hate violence (caused, threatened to cause or participated in)
- Harassment or intimidation of a student or group of students

Restorative practices may include:

- first offense: suspension and a restorative circle
- second offense and subsequent: suspension, public apology, and possible expulsion hearing.

### Expulsions

Expulsions must be approved by the board and are decided by a panel. Expulsion panels are led by

David Richards, the Chief Regional Officer in California. Students with special education needs must have a manifestation hearing before being expelled.

### ***Expulsions and the Graduated Discipline Plan***

- ***Must Recommend Expulsion (Mandatory)***

*Education Code (EC) 48915(c)*

Act must be committed at school or school activity.

1. Firearm
  1. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.
  2. Selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of *EC* 48900 or committing sexual battery as defined in subdivision (n) of 48900.
5. Possession of an explosive.

### **Summit Public Schools: Suspension and Expulsion Procedures**

#### **Summit Public Schools: Suspension and Expulsion Policy**

Administrative Procedures For Pupil Suspension And Expulsion

#### **A. Definitions (as used in this policy)**

1. "Board" means Summit Public Schools Board of Directors.
2. "Expulsion" means disenrollment from the Summit Public School: Tahoma Public High School.
3. "School day" means a day upon which the Summit Public School: Tahoma Public High School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
  - a. Reassignment to another education program or class at Summit Public School: Tahoma Public High school where the pupil will receive continuing instruction for the length of day prescribed by the Summit Public School: Tahoma Public High School Board for pupils of the same grade level.
  - b. Referral to a certificated employee designated by the Director to advise pupils.
  - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Director or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means Summit Public School: Tahoma.

#### **B. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while



going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures.

#### **1) Conference**

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

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### **2) Notice to Parents/Guardians**

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

#### **3) Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

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

### **D. Authority to Expel**

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **E. Expulsion Procedures**

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

.In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the

testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final. If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

#### **I. Written Notice to Expel**

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) Notice of the student's or parent/guardian's obligation to inform any new district in which the

student seeks to enroll of the student's status with the School.

The Director or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student.

**K. Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

**J. No Right to Appeal**

The pupil shall have no right of appeal beyond the appeal at The Summit Institute Board level from expulsion from the School as the Board's decision to expel shall be final.

**K. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

**L. Rehabilitation Plans**

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

**M. Readmission**

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

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

i. Notification of District

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

ii. 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; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

iii. 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 School, the parent, and relevant members of the IEP Team shall review all relevant information in the

student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

If the School, the parent, and relevant members of the IEP 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, then the 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.

#### iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the 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. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the 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 School agree otherwise.

#### v. Special Circumstances

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

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

while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

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

vii. 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 School had knowledge that the student was disabled before the behavior occurred.

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

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

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

# Technology

## Personalized Learning Plan (PLP)

One of the fundamental values of Summit is that every student has a personalized learning experience. The PLP enables Summit to provide that experience. It also provides students, parents and faculty with real-time access to our students' performance and growth.

Students interact with the PLP daily to access and submit work on course projects, to access playlists, and to take content assessments. The PLP shows students their academic pacing as well as their course performance and grades. Students also use the PLP tool to input goals, both their short-term weekly goals and long-term college and career goals, as well as reflect on their progress towards reaching those goals.

We encourage parents to support their student's academic success and college readiness at home by interacting with the PLP and checking in on their student's pacing and performance on both projects and focus areas. Both parents and students have PLP logins. Please contact your student's mentor if you need login information.

<http://app.mysummitps.org/auth/login>

## Acceptable Use Policy

### **Chromebook & Internet Use Agreement Summary**

At Summit Tahoma, we believe that every student should be able to learn at the time and place that is right for them. Every Tahoma student will receive a Chromebook to use for the entire year and will have internet access at school. It is important that we take care of our school by taking care of our Chromebooks.

#### **Chromebook Care**

You will have the same Chromebook all year: please take care of it.

- Keep your Chromebook charged by charging it at break and lunch. We cannot use it to learn and grow if it isn't charged.
- Be careful with your Chromebook. They are fragile, so don't sit on them, knock them against anything, leave them alone, or do anything that might cause them to break.
- Chromebooks may be taken off campus, if you have signed the technology use agreement.
- You can put stickers on your Chromebook. Don't mark your Chromebook in any other way.
- Don't remove the serial number. It's permanently stored on the computer's hard disk anyway. Removing the serial number just makes repairs more expensive for our school.

This is our school. When we need to pay for repairs, it affects every one of us.

#### **Technology Use**

You will have internet access at school. Please use it responsibly to support your growth and learning.

- Read your email! Your teachers will use it to send you messages.
- All schools filter internet access. If you find that something you need to use to learn is blocked, let a teacher know.

- As required by law, internet access may be monitored.
- Technology is to help you learn and grow everyday. Do not use your internet connection for anything inappropriate or illegal.
- Use technology responsibly: do not harm, bully, threaten or make fun of other Bulldogs or anyone else on the computer. This is just as serious as threats or bullying off of the computer.
- Do not use your computer to distract others. Do not send or reply to mass emails.

The full technology use agreement with complete details is available from your school directors or online at <http://tinyurl.com/summittechuseagreement>

**I agree to the Summit Technology Use Agreement**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

-----RETURN BELOW-----

**Student/Parent Handbook Agreement**

**Acknowledgement and Signature:** Please go to <http://tinyurl.com/handbooktahoma> to read our Student & Parent Handbook. It is extremely important to the faculty of Summit Tahoma that all students and parents read and understand this handbook. All of the information contained within will be of the utmost importance for the success of the student. If you do not have computer or internet access, please come to the front office to pick up a paper copy.

Please sign below. Tear off and turn in this signature page to your mentor by August 21st, 2015

-----  
Print Student's Last Name

-----  
Print Student's First Name

-----  
Grade

	Parent Initial	Student Initial
We have read and agree to the <b>Student/Parent Handbook</b> for Summit Tahoma for 2015-2016.		
We have read and agree to the <b>Graduated Discipline Plan and Suspension and Expulsion Policy</b> for Summit Tahoma.		
We have read and agree to the <b>Attendance and Tardy Policies</b> for Summit Tahoma.		
We have read and agree to the <b>Technology Use Policy</b> for Summit Tahoma and agree to follow all policies.		

-----  
Parent/Guardian Signature & Date

-----  
Student Signature & Date





## Founding Group

***This list represents the official founding group of Summit Public School: Tahoma and is included as this group was listed in the original charter petition.***

The founding group of Summit Public School: Tahoma (“SPS: Tahoma”) is comprised of community leaders, educators and several founders of both SPCHS and EPHS. The group was brought together by their commitment to Summit Model Schools as an effective means for preparing all students for success in four year college and to be contributing members of society, and their interest in expanding this model of schooling to the eastside of San Jose.

### **Chief Executive Officer, Summit Public Schools: Diane Tavenner**

Expertise: Curriculum, instruction, assessment, organization, governance, and administration  
Education and Experience:

Ms. Tavenner brings over eighteen years of experience teaching and administering in suburban and urban high schools in both Southern and Northern California. As the founder of Summit Public Schools, Summit Preparatory Charter High School, and Everest Public High School and former Executive Director of Summit Preparatory Charter High School, Ms. Tavenner has nine years of experience in opening and operating successful charter high schools. Her responsibilities have included program design, hiring, evaluation, student recruitment, budget development and management, curriculum and instruction, discipline, fundraising, and leadership development.

In 2010, Ms. Tavenner was presented the Hart Vision School Leadership award for her outstanding leadership of California Charter Schools. She was also named President of the California Charter Schools’ Association Member Council.

Prior to founding Summit Preparatory High School, Ms. Tavenner served as Assistant Principal, Curriculum and Instruction, at Mountain View High School. She was instrumental in opening access to the advanced placement and honors programs, which increased the diversity of the students taking the classes while maintaining passage rates that exceed national and state averages. She introduced processes that increased collaboration between administration, faculty and students in key areas such as master schedule creation and in campus groups. She also administered the counseling program at Mountain View High, instituting national standards in the department in order to focus on student outcomes.

Prior to Mountain View High School, Ms. Tavenner was a teacher and professional development coordinator at Hawthorne High School in the Los Angeles area and a part-time professor at Loyola Marymount University. During this time, she was a founding member of the Lawndale Academy, and worked in a K-12 partnership with UCLA’s Center X to create interdisciplinary programs for at-risk students focused on helping students complete high school and go on to college.

Ms. Tavenner has a BA in psychology and sociology from the University of Southern California, a Single Subject Teaching Credential in English Language Arts and CLAD certification from Loyola Marymount University and a MA in Administration and Policy Analysis from Stanford University. She is a certified teacher trainer in SDAIE methodology and group work.

### **Chief Financial Officer, Summit Public Schools: Isabelle Parker**

Expertise: Finance, business management, organization and administration  
Education and Experience:

Ms. Parker brings public and private sector business and management experience combined with school operations knowledge to her position. Her duties include budget development, reporting and analysis, contracts, loan and grant applications, insurance, and human resource management. She served on the founding team for Everest Public High School. Prior to joining Summit Public Schools, she was the Chief Operations Officer for Summit Preparatory Charter High School for nearly two years. Her duties there included finances and budget, purchasing, technology implementation and maintenance, human resources, facilities, contracts, and mentoring of students.

Prior to her role at SPCHS, Ms. Parker worked for EdTec, a back office service provider to California charter schools. At Edtec, she managed the finances for multiple schools producing multi-year budgets, cash forecast, monthly expenditure statements, and district and state reports. In addition, she developed budgets for charter petitions and prepared CDE Revolving Loan Applications and PCSGP Start-up and Implementation Grants. Before going to EdTec, Ms. Parker worked at the Reikes Center for Human Enhancement, a youth mentoring organization.

She is a coach for Woodside Vaulters, a female youth equestrian / gymnastics team. She serves as the Education Chair of the US Equestrian Federation Vaulting High Performance Committee and is a mother of two.

Ms. Parker holds an MBA from Kellogg School of Management at Northwestern University and a BA in Economics and Psychology from Claremont McKenna College.

**Vice President of Leadership, Summit Public Schools: Yvette Sarnowski**

Expertise: Curriculum, instruction, assessment, organization, governance, and administration

Education and Experience:

Ms. Sarnowski's career in education spans nearly 35 years and includes teaching and administration at K-12 and university levels. She currently designs and directs the Leadership Fellows program at The Summit Institute, a division of Summit Public Schools, which prepares teachers to be leaders of Summit Public Schools. She also served on the founding team for Everest Public High School. Prior to joining The Summit Institute, she served as the Director of Professional Development at Summit Preparatory Charter High School after retiring from her position as Associate Director of Clinical Work, Stanford Teacher Education Program (STEP). Her K-12 experiences prior to STEP include classroom teacher (7-12), founder of an interdisciplinary school-within-a school (9-12), International Baccalaureate Coordinator (9-12), Associate Principal for Curriculum and Instruction (9-12), and Director of Curriculum and Staff Development , K-12 for Modesto City Schools.

She also served as Director, Program in International & Multicultural Education, California State University, Stanislaus. Her work assisted classroom teachers in learning to be effective with diverse student populations. This included the training of veteran teachers in Complex Instruction through a satellite program she co-developed for San Joaquin Valley teachers through the Program for Complex Instruction at Stanford University. Ms. Sarnowski has also served as a consultant in curriculum development, school design, and program evaluation. She holds a bachelors degree in Political Science and a master's degree in Educational Leadership.

**Assistant Director, Summit Preparatory Charter High School: Kelly Garcia**

Expertise: Curriculum, instruction, assessment, admissions, and administration

Education and Experience:

Ms. Garcia has been working in the field of education for over 14 years as a teacher, school reform coach, and administrator in Boston public schools and the Bay Area. Ms. Garcia spent her first two years at Summit Preparatory High School teaching 9<sup>th</sup> and 10<sup>th</sup> grade World Studies, then spent time as the Director of Admissions, Dean of Students, and Director of Academics. Currently she is the Assistant Director, where she works closely with the Executive Director and the larger school community.

As one of the founding teachers at Summit Preparatory High School, she has been responsible for curriculum development, academic program design, and the training of student teachers from Stanford University's School of Education. Additional positions within the organization had her responsible for developing and maintaining relationships with local middle schools, presenting an overview of SPCHS to the larger community, and recruiting new students with an emphasis on achieving a diverse applicant pool. In her current position, Ms Garcia is responsible for overseeing the admissions process, observing and coaching teachers, managing student discipline, and collaborating with the director on designing and implementing the larger vision of the school.

Prior to coming to SPCHS, Ms Garcia was a teacher and school reform coach at Tennyson High School in Hayward, CA. In the classroom she taught World History, US History, and American Government/Economics for students at all levels, making sure they fulfilled the University of California's A-G requirements for admission, and supporting students through the college application process. Outside of the classroom, she was a school reform coach through the Bay Area School Reform Collaborative (BASRC) where her primary expertise was in developing standards-based instructional units.

Ms. Garcia earned a BA in History and a certificate in the Children and Society Curriculum at Stanford University. She also holds an EdM in Teaching and Curriculum from Harvard University's Graduate School of Education and has passed the School Leaders Licensure Assessment.

#### **History Teacher, Summit Preparatory Charter High School, Diego Arambula**

Expertise: Curriculum, instruction, assessment  
Education and Experience:

Mr. Arambula has more than 5 years of teaching experience at both the secondary and postsecondary level. He has taught grades 9-12 in California as well as assisted in Master's classes at Stanford over the summer.

Mr. Arambula joined Summit Preparatory Charter High School and the beginning of its third year of operation and has worked on a number of administrative projects throughout his five years as a classroom teacher. During his time, he has organized a large recruiting event for Summit and Everest, facilitated numerous meetings, including a meeting of 30 math professionals from Summit, Stanford University and other local schools to develop a plan for math education. He has been a part of the Leadership Team that planned and implemented professional development experiences for the faculty, leading multiple sessions himself and even consulting on some for local middle school teachers. Mr. Arambula has used his previous experience with public speaking and media relations to speak at multiple venues in support of Summit, including but not limited to board meetings. At this same time, he has taught World History for freshman, AP US History for juniors, AP US Government and Politics for seniors and a college advisory curriculum known as Connections for all grades.

Prior to coming to Summit, Mr. Arambula served as Communications Director for Congressman Cal Dooley, just after serving as Deputy Campaign Manager for the Congressmen. These experiences gave him valuable insight into the political process and organizational management.

Mr. Arambula holds a BA in government with honors from Harvard University and a MA in Education from Stanford University. He has a Single Subject Teaching Credential in Social Studies.

#### **History Teacher, Summit Preparatory Charter High School, David Richards**

Expertise: Curriculum, instruction, assessment  
Education and Experience

Mr. Richards has over 6 years of teaching experience at the secondary level. He has taught grades 9-12 in California as well as internationally in San Jose, Costa Rica and Guanajuato, Mexico. Before coming to Summit, he taught at a comprehensive high school in Oakland. Mr. Richards joined Summit Preparatory

Charter High School and the beginning of its fourth year of operation and has worked on a number of administrative projects throughout his time as a classroom teacher.

During his time, he has organized a large recruiting event for Summit and Everest, facilitated numerous meetings, including a meeting of 30 math professionals from Summit, Stanford University and other local schools to develop a plan for math education. He has been a part of the Leadership Team that planned and implemented professional development experiences for the faculty, leading multiple sessions himself and even consulting on some for local middle school teachers. He also participated in the WASC accreditation. He has taught World History to freshman and sophomores, AP Government and Politics to seniors and the college advisory course known as Connections.

Prior to coming to Summit, Mr. Richards worked in various fields in the business and non-profit sector. He worked in public relations as an account manager in London and San Francisco, and as a media and public policy analyst in Washington, D.C. In addition, he has worked as a curriculum writer and a special education consultant.

Mr. Richards hold both a BA in History from UC Berkeley as well as a MA in Education from Stanford University. He has a Single Subject Teaching Credential in Social Studies.

**Board Chairman:** Robert J. Oster

Expertise: Finance, business management, organization, governance and administration

Education and Experience:

Mr. Oster started his career as a professional economist and corporate banker with Bank of America in 1967. He then moved on to positions in corporate finance with a number of Bay Area companies. In 1983, he joined Oracle Corporation as Vice President-Finance and Administration and was responsible for Oracle's initial public offering in 1986.

Since 1987, he has been a private venture investor working with other private and institutional investors in all phases of the venture investing process from incubation and due diligence through building the management team and sale of the company or initial public offering.

Mr. Oster received a BA in economics with honors from Occidental College in 1963 and an MA and Ph.D. in economics from the University of California, Berkeley in 1965 and 1967, respectively. He is an Overseer and a member of the Executive Committee of The Hoover Institution at Stanford University.

**Board Member:** Steven Humphreys

Expertise: Finance, business management, organization, governance and administration

Education and Experience:

Steven Humphreys is CEO and Chairman of the Board of Directors of ActivCard Corporation (Nasdaq: ACTI), the leading provider of digital identity security software to the U.S. government and corporations worldwide. He also is Chairman of the Board of SCM Microsystems, Inc. (Nasdaq: SCMM). Mr. Humphreys was formerly the CEO and President of SCM Microsystems, which he joined in 1996 and took public in 1997. Prior to SCM, he served as President of Caere Corporation, a leading provider of optical character recognition software and technology. Previously, Mr. Humphreys held various executive positions at General Electric Information Services as well as other GE business units across a span of 10 years at General Electric.

Mr. Humphreys is an advisor on digital information security to leading venture firms in the US, Europe, and Asia. Mr. Humphreys is serving his first term as an elected member of the Portola Valley Elementary School District Board. He served as a member of the Summit Preparatory Charter High School from 2003-2008. He is active philanthropically, primarily in education and the arts, including The Girls' Middle School

(Mountain View, California); The Resource Area for Teachers/RAFT (San Jose, California); Stanford University; and others.

Steven holds an MBA and MS from Stanford University and a BS from Yale University.

**Board Member: Stacey Keare**

Expertise: Legal procedures and issues, governance, organization, administration, analysis and application of education policy (curriculum, instruction and assessment)

Education and Experience:

Stacey Keare is an attorney and a policy analyst. She most recently worked at Hancock, Rothert and Bunshoft in San Francisco, in the areas of employment law and insurance defense litigation. She has volunteered for a number of legal aid organizations such as Pro Bono Silicon Valley, the San Francisco Neighborhood Legal Assistance Foundation and the General Assistance Advocacy Project. She received a Master of Public Policy at the Kennedy School of Government at Harvard University, where she studied health and education policy. Ms. Keare and her husband created a family foundation of which she is President, focused on the areas of health, education, and human rights.

Ms. Keare was a member of the Board of Directors of Summit Preparatory High School from the fall of 2004 through June 2008. She also volunteers as a fundraiser for Stanford University and is actively involved in the Woodside Elementary School where she has three daughters in school.

Ms. Keare received her law degree from Hastings College of the Law, her MPP from the Kennedy School of Government at Harvard University, and a B.A. in International Relations from Stanford University.

**Board Member: Blake Warner**

Expertise: Finance, Business Management, Organization, Administration

Education and Experience:

Mr. Warner founded Silicon Valley Partners in 2009 with more than 16 years of investment banking experience, advising media and technology companies. Prior to founding Silicon Valley Partners, Mr. Warner was a Managing Director and Co-head of the Software, Media and Telecommunications group at Thomas Weisel Partners, a San Francisco-based investment bank specializing in growth companies. Prior to joining TWP, Mr. Warner spent five years at Bank of America specializing in structured finance in the Entertainment, Media & Gaming practice.

Mr. Warner earned his Masters of Business Administration from the Marshall School of Business at the University of Southern California. He received his Bachelor of Arts degree with a double major in Business Economics and Political Science from the University of California at Santa Barbara. He serves as the Chairman of the Governance Council for Everest Public High School (a newly-founded charter school) and as Board Member of Summit Public Schools in Redwood City, California, an educational non-profit organization. Mr. Warner is married, has three children and lives in the San Francisco Bay Area.

**Board Member: Robert O'Donnell**

Expertise: Finance, Business Management, Organization, Administration

Education and Experience:

Mr. O'Donnell is senior vice president and a director of Capital Research and Management Company, and vice chairman, principal executive officer and a director of American Balanced Fund. He is also vice chairman, principal executive officer and a trustee of Endowments with portfolio responsibilities for American Balanced Fund, Washington Mutual Investors Fund and Endowments.

Prior to joining Capital in 1975, Bob was a security analyst for the American Express Investment Management Company. Earlier in his professional career, he spent three years in public accounting.

Bob graduated Phi Beta Kappa and summa cum laude from the University of California at Berkeley, where he received both a bachelor's degree and an M.B.A. He is a member of the American Institute of Certified Public Accountants and the Institute of Chartered Financial Analysts. He is past chairman of the U.C. Berkeley Foundation and Vice President of the Library Advisory Board at Berkeley. He is Director, Sequoia Hospital Foundation. He is also a visiting pro bono lecturer at the Haas Business School at U.C. Berkeley.

**Community Member: Brad Geldert**

Expertise: Organization, Governance

Education and Experience:

Brad Geldert is an active volunteer in the East San Jose local community. He has served as the president of his homeowners association for the last ten years overseeing the budget and numerous projects for the neighborhood association of over 550 members.

Brad has been involved in public education as a volunteer for many years. Currently, he chairs the Communication Committee and the Middle School Committee at his youngest daughter's school. He has been a member of the Mt. Pleasant School District Advisory Council for over five years. He has served on several district budget committees and has been a school site council representative at four different schools. Brad also works on school fundraisers helping to bring much needed resources to the schools. Additionally, he has volunteered at weekly homework centers and currently helps in the classroom on a regular basis.

Brad Geldert is employed in a management position with the State of California. He is a graduate of San Diego State University with a degree in Public Administration and he and his wife, Lila, have five children; the youngest two are currently in middle school.

**Community Member: Bernie Kotlier**

Expertise: Facility, Organization, Governance

Education and Experience:

Bernie Kotlier is responsible for the development and implementation of California LMCC green building education and training programs, as well as related green energy business development activities. His department promotes photovoltaics, energy management and energy efficiency systems through green building training for electricians, as well as business development programs for contractors, throughout the state. He is a member of the California Public Utilities Commission Advisory Committee on Energy Efficiency Workforce Development, and the Working Group on Lighting. Kotlier also currently serves as Co-Executive Chairman of the California Advanced Lighting Controls Training Program (CALCTP), and is Chairman of CALCTP's Curriculum Committee.

Bernie came to the LMCC from Solectria Renewables where he directed business development for the Western United States. Educated at Bennington College and The University of California, Berkeley, Bernie went on to promote energy conservation in the transportation sector by building a twenty year career in the bicycle industry. Before moving to the renewable energy field he served as President of Brunswick Bicycles International, President of Bell Sports Specialty Retail Division, and President of Service Cycle/Mongoose, a division of American Recreation, Inc. He has also been a published contributor to the *Harvard Business Review*.

**Community Member: Rolando Loera**

Expertise: Finance, Facility, Business Management, Organization

Education and Experience:

Mr. Loera is a self-motivated entrepreneur with over 20 years of Executive Management experience in multiple industries. As an accomplished Chief Financial Officer for Touche Manufacturing, Mr. Loera was able to successfully complete a leveraged buyout to take control of the company. As President and CEO of TMC Electronic, his leadership provided the vision to successfully take the company public on the NASDAQ stock exchange with its IPO in 1996. Today, Mr. Loera is involved in providing consulting services to the Senior Care Industries.

Mr. Loera holds a Bachelor of Arts in Business Administration from University of Washington and has received many awards for his leadership and involvement in the Community, including Commendations from the San Jose City Council and the Santa Clara County Board of Supervisors. Mr. Loera and his wife Natalie reside in East San Jose and have an 11 year old son.

**Community Member: Art Meza**

Art Meza has lived in East San Jose for 43 years. Following his graduation from Independence High School in 1985, Art completed four years in the Marine Corps specializing in Logistics and Embarkation. Stationed in Okinawa Japan for two and a half years, and more than a year in 29 Palms, California, Art was honorably discharged as a Marine Corporal. After completing some college classes, Art developed a solid foundation for his professional career in high technology by working for ten years in tech/PC support. Currently, and for the last five years, Art has worked in customer service for Fremont based Netversant Solutions, a provider of voice, video and data communications services.

Even though he often works weekends, Art has found time to make significant contributions to the community by devoting many hours to the public schools. Since the inception of the Alum Rock School District Small Schools Program, about five years ago, Art has been a strong supporter. He is a People Acting in Community Together (PACT) Leader and Small Schools Advocate.

Art and his wife Linda live in East San Jose with their five children who have attended all three Alum Rock District Small Schools - LUCHA, Adelante, and Renaissance. Art founded the PTA and was president for the first few start-up years at both Adelante, and Renaissance.

**Community Member: Raul Perez**

Raul Perez has lived in East San Jose for over 40 years and has volunteered his time as a "Servant of the San Jose Community" for more than 30 years. During those three decades Raul has been involved in local organizing with People Acting in Community Together (PACT), Most Holy Trinity Youth Ministry and, for the past 6 years, with Adelante Dual Language Academy School. At Adelante, Raul served as Vice President of the School Site Council, member of the leadership team, and a strong advocate for the school. His committed involvement with Adelante is based on his belief that parents should not only assist their children academically, but also be present as volunteers in the classroom and the community. Professionally, Raul has combined his passion for community service with his vocation by working for the City of San Jose serving at-risk youth and their families. Raul and his wife Maribel live on the East Side with their two children, Marisa who's 11 years old, and Sofia who is five.

**Community Member: Lisa Vanbuhler**

Lisa is a wife, devoted mother of three children, and a full-time homemaker. Lisa retired from her work as a registered Respiratory Therapist working with premature babies in the Neonatal Intensive Care Unit at Good Samaritan Hospital in 1999. Since then she finds much to keep her busy by volunteering. She incorporated her love of dogs into volunteering and eventually running the Bay Area chapter of Great Dane Rescue of Northern CA. Once her children became preschool age, she served on the board of directors for East Hills Preschool in San Jose. During the six years her children attended the preschool she served board positions



as Personnel Chair and Long range Planning Chair as well as serving on the Social, Hospitality and Auction committees.

Now that her children are in elementary school Lisa has been active in the PTA, served as PTA Secretary and a member of the School Site Council. She currently serves as Parent Coordinator for 3<sup>rd</sup> grade, and also Parents Academic Support Organization (PASO) representative for 3<sup>rd</sup> grade. She splits her time volunteering in her children's classrooms (K and 3<sup>rd</sup>) and training her young horse so that others may share in the joy of horse riding.

## Student Recruitment Plan (Draft)

This plan will be updated regularly utilizing data about the efficacy of particular strategies and progress towards enrollment targets.

### Middle Schools

We seek to recruit and enroll students across the district and expect that many students may come from the following middle schools:

Christopher Elem.	Bridges Academy	Alpha	Sierramont
Voices	Sylvandale	Ida Jew	Indigo
Discovery	Davis	Renaissance	
Silicon Valley Flex	Bernal	Voices	
Herman	Piedmont Middle	Chaboya	
ACE	Adelante	Joseph George	

### Community Communication and Notification

(All communication will be done in both English and Spanish whenever possible.)

1. We will place paid advertisements in local print media (including Spanish Language publications). The ads will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
2. We will seek to include recruitment events and application deadlines on Community Calendars in the local print media when available.
3. If the addresses are available for the eighth grade students enrolled in the target schools and districts, we will mail post cards to each residence. The post card will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
4. We will post fliers announcing recruitment events at various public facilities frequented by school aged students and families (YMCA's, Boys and Girls Clubs, recreation centers, libraries, athletic venues, schools, churches, etc.)
5. If allowed, we will place announcements in the parent newsletters or communication vehicles at all target schools. The announcements will state that the school is accepting applications, contact information and dates, times and locations for recruitment events.
6. We will maintain a web site that includes detailed information and updates on the school, recruitment, application process and deadline.

## Recruitment Events / Strategies

1. We will host approximately four Recruitment Open Houses. The tentative schedule and location of the events is as follows:

November	Weeknight	Location based on availability
December	Weeknight	Location based on availability
January	Weeknight	Location based on availability
February	Saturday	Location based on availability

Each Open House will include a presentation that provides a detailed description of the school and its program. Participants will have an opportunity to ask questions in a large group setting and on a more individual basis. Participants will be given an application for admission and extensive written explanation of the school and its programs. The entire event and all written materials will be translated into Spanish.

2. Beginning in October and concluding in April, we will host regular small group tours and question and answer session for the parents of prospective students. The session will be facilitated by a representative from the school. During the session participants will be given the written materials and application provided at the Open House. They will have an opportunity to observe our classes in session and ask individual questions.
3. Beginning in October and concluding in April, we will host several student shadowing experiences. All prospective 8th grade applicants will be invited to spend a day at the school visiting classes, talking with students and asking questions about the experience at these schools.
4. During the fall, the school will host at least one educator information session. We will invite the administrators, counselors and eighth grade teachers from all target schools to attend this after school discussion hosted by representatives from the school.
5. The school will request to be one of the high schools included in any annual high school fairs in the targeted area.
6. We will request the opportunity to present or be a part of any other high school information opportunities or events hosted by the target schools or districts.

# High Quality Faculty



The success of a school can be measured by the quality of its teachers. Indeed, most of us can recall particular teachers who inspired and enriched our educational experience with their personal attention, support and encouragement. What distinguishes such singular teachers? It is more than a passion for subject matter. Great teachers possess a remarkable capacity for connecting with young people. They demonstrate a unique level of dedication, respect and compassion for their students as both scholars and human beings. Great teaching stems not only from content knowledge and teaching technique, but from the integrity of the teacher. It is this caliber of teacher that students will find at Summit.

## Summit Preparatory Charter High School Faculty Biographies 2012-2013

Name	Assignment 2012-2013	Mentor Grade	Undergraduate College and Degree	Masters in Education	Other Degrees
<b>English Language Arts</b>					
Jessica Rice	9 <sup>th</sup> grade English	10	Santa Clara University <i>(English / French &amp; Francophone Studies)</i>	Stanford University	
Kyle Palmer	10 <sup>th</sup> grade English	9	University of Missouri – Columbia <i>(Journalism)</i>	Stanford University	
Micah Morris	AP English Language	11	San Francisco State University <i>(English Literature / Classics)</i>	Stanford University	
Dinah Lord	AP English Literature	9	Northwestern University <i>(English Literature and British History)</i>	Stanford University	
<b>History / Social Science</b>					
Shilpa Duvoor	World Studies 1	12	Williams College <i>(Political Science)</i>	Stanford University	
Bobby Cupp	World Studies 2	11	University of California, Berkeley <i>(American Studies)</i>	Stanford University	
Chris Kelly	AP US History/AP US Gov 1	12	San Francisco State University <i>(Radio &amp; Television Production / Minor in Business)</i>	San Francisco State University	
Shannon Sieckert	AP US History/AP US Gov 2	10	California State University, Stanislaus <i>(History)</i>		
<b>Mathematics</b>					
Laurajean Gerber	Algebra 1	9	Belmont University <i>(Mathematics)</i>	Belmont University	
Annika Reier	Geometry	9	Macalester College <i>(Mathematics and English)</i>	St. Catherine University	
Trevor Gibson	Algebra II	12	Santa Clara University <i>(English / Minor in Mathematics)</i>	Stanford University	
Kari Bridgeland	Pre-Calculus	11	University of Virginia <i>(Economics and French)</i>	DePaul University	
Julian Cortella	AP Calculus	12	University of California, Berkeley <i>(Mechanical Engineering)</i>	Stanford University	Northwestern University <i>(MS Mechanical Engineering)</i>
Maura Dudley	AP Statistics	12	The John Hopkins University <i>(Statistics)</i>	Stanford University	

Name	Assignment 2012-2013	Mentor Grade	Undergraduate College and Degree	Masters in Education	Other Degrees
<b>Science</b>					
Kari Brown	Physics	10	University of California, Davis <i>(Physics)</i>	Claremont Graduate University	
Melissa Barger	Biology	12	Dartmouth College <i>(Biology)</i>	Stanford University	
Jonathan Wright	Chemistry	11	University of California, Berkeley <i>(Environmental Sciences)</i>	University of California, Berkeley	
Wren Larson	AP Environmental Science	10	Duke University <i>(Biology / English)</i>	Stanford University	
<b>Spanish</b>					
José Alcalá	AP Spanish Language AP Spanish Literature	10	Notre Dame de Namur University <i>(Liberal Arts / Spanish)</i>	Notre Dame de Namur	
Alara MacGillivray	Spanish I – II	9	Sonoma State University <i>(Business Administration)</i>	University of San Diego	
Alison Weir	Spanish III – IV	10	University of Illinois <i>(Spanish)</i>		
Bjorn Wickstrom	Native Speakers Spanish I – II	11	Davidson College <i>(Spanish / Political Science)</i>	Stanford University	
<b>Special Education</b>					
Renee Moyer	Resource Specialist	11	Northwestern University <i>(Political Science)</i>	University of San Francisco	
Andrew Lichtblau	Resource Specialist	9	University of Wisconsin-Madison <i>(Special Education)</i>	Stanford University	
<b>Administration</b>					
Brian Johnson	Executive Director	12	Northwestern University <i>(Mechanical Engineering)</i>	Stanford University	
Penelope Pak	Assistant Director		University of California, Berkeley <i>(Communication / Political Science)</i>	Columbia University	
Rachana Sidhu	Assistant Director		University of California, San Diego <i>(Biology)</i>	University of California, Berkeley	

**Emergency Plan  
Summit Public School: Tahoma**

**IMPORTANT INFORMATION – EMERGENCY CONTACT PHONE NUMBERS**

Police / Fire / Ambulance	911
San Jose City Police Department (non-emergency)	408.277.8900
San Jose City Fire Department (non-emergency)	408.277.8950
City of San Jose Help Hotline	408.277.4357
East Side Union School District Office	408.347.5000
American Red Cross (San Jose)	877.727.6771
PG&E phone number	800.743.5000
San Jose City Public Works (water maintenance and repair)	408.279.7900 or 408.277.4036
Child Protective Services	408.299.2071
David Richards	650.773.2438
Nicholas Kim	714.808.7121
Kristin Hannon	510.305.3739
Patricia Contreras	650.464.2582

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## **Procedure to call 911**

1. State your emergency.
2. Stay Calm.
3. Give your name and the school's name and address
4. Listen. Allow the 911 employee to direct the conversation.
5. Be prepared to answer questions in a clear, calm manner.
6. Remain on the telephone. **DO NOT** hang up until the dispatcher says to do so.

## **Staff Instructions**

1. Inventory staff for skills such as First Aid and CPR. Require staff to become certified in First Aid and CPR and to maintain their certification. Encourage frequent parent volunteers to become certified as well. The Red Cross offers classes in First Aid and CPR.
2. Assign teachers in a "buddy system" to assist each other during any disaster.
3. Inform staff of California Government Code 3100, designating all public school employees as Disaster Service Workers. This may require their presence at the school for several days.

## **Family Information**

1. Send an annual letter to families about the school's emergency plans. Include instructions about what each parent should/should not do in the event of an emergency.
2. Ask for parent volunteers who are willing to be trained in CPR and First Aid. Ask these volunteers if they would be willing to come to the school site after an earthquake and serve on the First Aid team.
3. Ask for parent volunteers would be willing to come to the school site after an earthquake to assist in other areas such as Search and Rescue Teams, etc.

## **Preparing for an Earthquake**

1. Determine who will be assigned to the Emergency Response Teams. Direct each team to complete their team's responsibilities.
2. Prepare a color-coded utility map of the school site. (electric: red, gas, oil, steam: yellow, communication: orange, water: blue, sewer: green).
3. Paint utilities on building the colors depicted on the utility map.
4. Conduct "Duck-Cover-Hold" and the "assemble at meeting place" earthquake drills once per semester at the secondary school level.
5. Conduct a full-scale earthquake drill (complete with search and rescue) annually.



6. Prepare and inventory earthquake supplies for school site
7. Determine who will have access to the earthquake storage supplies.
8. Issue keys to the individuals responsible for the Search and Rescue Teams, the Security/Damage Assessment Team and your designee in the event of your absence.

## **Preparing for a Fire**

1. Prepare fire drill map of school site.
2. Conduct fire drills quarterly at the secondary school level.
3. Obtain fire extinguisher training for self and staff.
4. Know number and locations of fire extinguishers. Check them monthly/have them serviced annually.

## **Preparing for Evacuation**

1. Prepare evacuation plan of school site. Identify primary and secondary evacuation sites. Become familiar with evacuation routes.
2. Determine how many busses would be needed to accommodate the entire student population and staff. Also assess availability of alternative vehicles
3. Conduct a full-scale evacuation drill annually.

## **Preparing for a Chemical Accident**

1. Prepare shelter-in-place map of school site.
2. Conduct shelter-in-place drills quarterly.

## **Preparing School Site for Disaster**

1. Prepare your own family and home for a disaster in the event that you may be required to be away for a few days.
2. Review the school emergency plans with the Executive Director.
3. Correct or remove hazards identified in your area by the hazard assessment of the school site.
4. Instruct students in emergency preparedness: fire prevention, clothing on fire with STOP -DROP-ROLL, earthquake readiness and DUCK-COVER-HOLD, hazardous materials accident with SHELTER-SHUT-LISTEN, and other emergencies.
5. Participate fully in all emergency drills.
6. Know your buddy assignment and coordinate with your buddy teacher.
7. Become certified in First Aid and CPR through the Red Cross.

8. Become prepared to perform your Emergency Team assignments in the event of an earthquake.

## **Hazard Assessment of School Site**

A qualified structural and/or civil engineer should perform the hazard assessment of the school site where appropriate. The interior and exterior portions of the school buildings as well as the school grounds should be assessed for potential hazards. The hazard assessment should include evaluation of the following potential hazards to impact the school site, staff or students:

- Proximity of toxic, flammable, corrosive, chemically reactive or radioactive material, including proximity to industry and trucking and railroad routes.
- Proximity of high voltage power lines.
- Proximity to fault lines
- Likelihood and possible effects of flooding
- Likelihood and possible effects of a wildland fire.
- Likelihood and possible effects of severe weather.
- Probable safety areas for evacuation, after earthquake or other disaster. Consider the proximity of gas, water and sewer lines locating these areas.
- Locations of interior hanging fixtures on ceilings, etc. such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Security of AV equipment, computers, TV monitors, aquariums, etc. from motion during an earthquake.

**An effort should be made to remove or correct the identified hazards to the school site if possible to do so.**

## **Procedure to Evacuate a School Site**

### **Evacuation of the Building:**

Students and staff will leave the building in an orderly fashion using the primary or alternate fire route. These routes should be selected considering students with disabilities. The emergency bag will be brought along. The assembly area will be the field on the north side of campus. Roll will be taken BY MENTOR GROUP and attendance reported to the director or designee.

### **Evacuation of the School Site (leaving the campus):**

**This action should be implemented if it not safe to remain on the school campus.**

The students and staff should evacuate the building as above. The campus should be left by vehicle or by walking. The emergency bags should be brought along.

To Evacuate by Walking:

If it is safe to do so, students may be walked to evacuation sites nearby. Students should be lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site. Attendance should be taken before leaving the campus and upon arrival at the safe site.

## **Emergencies**

### ***Air pollution episode***

This event could affect students and staff who are susceptible to respiratory problems.

#### **RESPONSIBILITIES:**

1. Develop and maintain a file of students and staff who are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
3. When notified from district office or via news media of a smog advisory, the Executive Director shall inform all staff and notify those individuals in file to stay indoors and minimize physical activity.
4. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad etc.
5. Instruct employees to minimize strenuous physical activity.
6. Urge staff and high school students to minimize use of vehicles.

### ***Bomb threats***

In the event that the school receives a bomb threat, by letter or telephone, the following procedures will be accomplished.

1. If the bomb threat is in the form of a letter, note the manner in which it was delivered, who found it and where it was found. Take care while handling the message by immediately placing it in an envelope so that possible fingerprints may be detected.
2. If the bomb threat is a telephone call, keep the caller on the line. Delay the caller with statements such as "I am sorry, I did not understand you. What did you say?" Note the time the call was received, manner of caller, background noises and what the caller is saying.
3. Immediately notify the police and fire departments (or designee) (call 911).
4. If the caller is still on the phone, call the phone company to trace the call.
5. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use these devices during this threat.
6. Caution students against picking up or touching any strange objects or packages.
7. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

8. Evacuate students using primary and alternate routes. Take emergency bags. Check to be sure all students have left the building.
9. Upon arrival at the designated safe site, take roll. Notify the Executive Director/designee and emergency response personnel of any missing students.
10. Do not return to the building until emergency response officials determine it is safe.

### ***Chemical accident (offsite)***

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. Should any such accidents endanger the students or staff, the following will be accomplished.

1. Have all students report to nearest designated building.
2. Close all doors and windows, shut off ventilation, and listen to the radio (shelter-in place).
3. Take roll. Notify Executive Director or designee of any missing students.
4. If necessary, use tape, rags, clothing or any other available material to seal air leaks.
5. CONTINUE TO SHELTER-IN-PLACE UNTIL ADVISED TO DO OTHERWISE. Monitor and radio station for further instructions.
6. If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
7. If evacuation orders are received, proceed with school evacuation plan (refer to p. 13-15).
8. Evacuate students. Take the class roster.
9. A check should be performed to be sure all students have been evacuated.
10. A notice should be left on the office door stating where the school has relocated and notify the school district.
11. Upon arrival at safe site, take roll and report attendance to Executive Director/designee immediately.

### ***Chemical accident (onsite)/threat of explosion***

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Should any such accidents endanger the students or staff, take the following actions:

1. Determine if evacuation is required.
2. Notify appropriate local authorities of incident (call 911).
3. If necessary, proceed with school evacuation procedure using primary or alternate routes, avoiding exposure to the chemical fumes.

4. Evacuate students from the building using primary and/or alternate fire routes. Take class roster and emergency bags. Check to be sure all students have left the school building.
5. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
6. Upon arrival at evacuation site, take roll and report attendance to Executive Director/designee immediately. Notify emergency response personnel of any missing students.
7. Do not return to the building until emergency response personnel have determined it is safe.

### ***Criminal act***

This incident could occur if a crime has been committed on the campus.

1. If there is a victim of the crime, care for the victim. Provide any medical attention that is needed.
2. Notify police (dial 911).
3. Identify all parties involved (if possible). Identify witnesses, if any.
4. Deny access to crime scene until police arrive.
5. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.

### **Active Shooter Drill**

Summit Public Schools Washington has an 8 step active shooter drill:

- **Identify the Threat**
- **Send out the Signal**
- **Brings Kids Inside**
- **Lock the Doors**
- **Block Windows**
- **Stay Down – Stay Quiet**
- **Sound the All Clear**
- **Prepare in Advance**

#### **1. Identify the threat**

#### **2. Speak loud and clear over the PA system.**

- **LOCKDOWN.....pause.....LOCKDOWN.....pause.....LOCKDOWN.**
- **Repeat three times loudly and slowly**
- **The person who calls LOCKDOWN then needs to call 911 immediately, this person will stay on the line with 911.**
- **Make sure word gets out after this – by group text to teachers.** OMs and RT have a group text [with all their faculty numbers] programmed into their phones.

- **For schools with no PA system, use the bullhorn kept at the front desk. If shooter is in that location, shout signal loudly.**
- Ensure there is a designated teacher on each floor that is in charge of shouting, “lockdown, lockdown, we are on a lockdown.” This teacher will then ensure all doors are lock, then lock themselves in with the last classroom checked.

### 3. Bring kids Inside

- If class is in session, all students remain inside.
- If break, lunch, before or after school, students run to nearest classroom.
- All students should be in a locked room, with an SPS adult, within 60 seconds of the signal.
- Speed - and locked doors - are much more important than order.

### 4. Lock the Doors

- This is one of the two most important factors in buying time, which is itself the biggest factor on mortality rates.
- SPS recommendation 1: New keys with new locks on all doors. At every school site. Every faculty member AND every member of SPS has that key.
- **SPS recommendation 2: add an internal latch to every classroom door. Place rubber or wooden wedges in each classroom.**
- **Consider a 2x4 in each room that could be propped against the door handle.**

### 5. Block Windows

- Perform where possible immediately.
- Keep blankets rolled up above windows, drop them down to create “blinds”
- Herd kids into invisible hiding places and find the ‘blind spots’ from windows.
- Pre-plan where kids will be inside the room, during lockdown.

### 6. Stay Down, Stay Quiet

- **Get students to switch phones to silent immediately.**
- **No conversation in the room, at all.**
- Students remain in place, no movement, using as little space as possible.
- Failing all else, remain immobile under desks and behind chairs.
- Work with local police on assessment of best hiding places. They will bring in SWAT experts.

### 7. Sound the All Clear

- The all-clear must be specific and precise.
- Should be performed by an ED or an AD. Only if they are both injured, another teacher should perform.
- Signal is: ALL CLEAR.....pause.....ALL CLEAR.....pause.....ALL CLEAR.
- Any other signal should be ignored and students/teachers should remain in place.
- Coordinate with local police dept., so they know this code and procedure.

### 8. Prepare in Advance

- Experts agree that practice is critical – in emergency situations, people mostly revert to whatever they have been trained to do.
- **Local police are normally very happy to assist with training, and to practice on-site responses at weekends**
- Preparation is key; as is keeping it simple. Quick, automatic reactions can save lives.

## ***Explosion***

If an explosion occurs in the school building, the following shall be accomplished.

1. If there is an explosion, instruct students to DUCK and COVER.
2. Notify police and fire departments (call 911).
3. Immediately after the passage of the blast wave, proceed with school evacuation procedure using primary or alternate routes (p. 14).
4. Take class roster and emergency bags.
5. Check to be sure all students have left the school site.
6. Students are not to be left unattended at any time during evacuation process.
7. Upon arrival at evacuation site, take roll and report attendance to Executive Director/designee immediately.
8. Notify emergency response personnel of any missing students.
9. Care for the injured, if any.
10. Do not return to the building until the emergency response personnel determine it is safe.

## ***Fire (onsite)***

This incident could occur if the school building is on fire; should any such event endanger the students or staff, the following will be accomplished.

WARNING: The school fire alarm sounds.

1. Notify the fire Department (call 911).
2. Proceed to evacuate the school using the primary or alternate fire routes.
3. An inspection will be performed to be sure all students and personnel have left the building.
4. Evacuate students from the building using primary or alternate fire routes. Maintain control of the students a safe distance from the fire and fire fighting equipment.
5. Take roll. Report any missing students to the Executive Director/designee and emergency response personnel.
6. Do not return to the building until the Fire Department determines it is safe.

## ***Threatening individuals***

This incident could occur if a belligerent person or armed person appeared at the school site. Should such an individual threaten the safety of students or staff, the following shall be accomplished.

1. If any students are outside, get them inside the school (staff) building. If unable to do so, have students lie down and cover their heads.

2. Once students are in the school building, lock the doors and secure the facility.
3. Notify police (dial 911).
4. Close all curtains and blinds.
5. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
6. Cancel all outside activities.
7. Remain with students until all clear is given.
8. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.



## ***Earthquake***

### **During an earthquake**

If indoors:

- Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to "DUCK-COVER-HOLD".
- In halls, stairways, or other areas where cover is not available, move to an interior wall.
- In library, immediately move away from windows and bookshelves. Take appropriate cover.
- In laboratories, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals, which may spill.
- In the multi-use room, take cover under the tables or move close to the interior walls away from windows.

If outdoors:

- Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers, which may demand movement.

NOTE:

- Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use a whistle and phone to call for help.
- Teachers should be organized in a "Buddy System". If one teacher is injured, the buddy teacher (the teacher next door) should evacuate both classes according to the earthquake evacuation procedure.

### **After the earthquake**

1. Evacuate students from the building. Take class roster and emergency bags. If safe to do so, check to be sure all students have left the school building.
2. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
3. Upon arrival at prearranged safe site, take roll and report attendance to Executive Director/designee immediately.
4. Notify police and fire (dial 911) if you have trapped or missing individuals.
5. Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify director/designee of actions.
6. Notify utility companies of any break or suspected break in utility lines.

7. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the director/designee.
8. Students should be released only to authorized adults during normal school hours. Fill out student release forms for each student allowed to leave during normal school hours.

## **Post-earthquake**

### **Evacuation of a school building**

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building, which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it will be dark. Before evacuating students, do the following:
  - Assess the situation. Coordinate with your Buddy teacher.
  - Determine if the primary or alternate building evacuation routes are clear. If not, coordinate with other staff to have them cleared of dangers.
  - Determine if the assembly site is safe. If not, select an alternative assembly site.
  - If wires are down, they should be avoided.
  - Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
  - Don't forget to consider students with disabilities as you determine your evacuation routes. [list of students and staff with any disabilities and how they can be accommodated during evacuations]

**After you have determined it is safe to do so**, proceed with the evacuation of the school building.

## Emergency Response Teams

The most important part of the school emergency plan is to account for all students, their safety and well being, and release them as soon as possible to their parent or designated guardian. Documentation is a key element for all team activity. These teams should be set up at the beginning of the school year to ensure the readiness of the school site to respond to a major earthquake. REMEMBER: BE PREPARED TO BE ISOLATED FOR 72 HOURS.

1. Emergency Operations Center Team. The Executive Director or designee should head this team. The Emergency Operations Center Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the District Office. All activities from the other teams should be reported to the Emergency Operations Center. A person on this team should be designated as responsible for communication.
2. Search and Rescue Team. One or more groups of staff and/or parent volunteers (a team of adults) designated to "sweep" through the school building quickly. They are to rescue trapped or injured students and staff. One member of each group should have some first aid training. These team members should also be trained in fire suppression. This team's efforts should be coordinated with the First Aid Team. All activities should be reported back to the Emergency Operation Center.
3. First Aid Team. This team of staff, students and/or parent volunteers should be trained in First Aid and CPR. They are to establish the First Aid treatment area. They are responsible for categorizing the casualties and the injured. This team is also to supply care for the injured. This team's efforts should be coordinated with the Search and Rescue Team. All activities should be reported back to the Emergency Operation Center.
4. Security/Damage Assessment Team. This team of staff and/or parent volunteers (a team of adults) shuts off utilities, assists in fire fighting efforts, secures the campus and puts up signs to direct parents to student release areas. All activities should be reported back to the Emergency Operation Center. After the immediate danger has passed, they will do a preliminary assessment of the buildings and report the nature and extent of damages to the Emergency Operation Center.
5. Student Release Team. This team of staff is crucial to the timely and accurate release of students to their parents. This team coordinates with teachers to have orderly release of the students. Often the school secretary will head up this team. A report should be given to the Emergency Operation Center.
6. Support Team. This team of staff, students or parent volunteers is not an immediate response team. They will provide the support essential to the welfare and positive morale of the student population. Their main purpose is to secure, prepare and serve food to students and staff. They are also responsible for the maintenance of the food and water supplies. The sanitation needs of the school population are also their responsibility. All activities provided should be reported back to the Emergency Operation Center.

## ***Emergency operations center team***

### **Responsibilities**

Duties: the Executive Director or designee should head this team. The Emergency Operations Center (EOC) Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the District Office. All activities from the other teams should be reported to the EOC. This team is responsible for personnel issues. This team should document any costs incurred during this emergency.

Who could do this job? Minimally a team of 4 staff or parent volunteers should be developed to serve as the EOC Team. The Executive Director or designee should head the team. One person on the team should be responsible for communications. One person on the team should be responsible for accounting for students and staff.

1. Team Leader: The Executive Director or designee. This person is responsible for all activities on the school site. This person should determine the schedule for their emergency teams. Avoid overworking personnel, it is generally recommended that people should not be working longer than a 12-hour shift plus shift transition periods.
2. Assistant to Team Leader (Shadow): This person serves as the liaison for the team leader and the other team members. If the team leader is in the field, this person provides communication between the EOC and the team leader.
3. Communications Team Member: This person is responsible for communications between the emergency response teams. They are also responsible for communication to the outside world, such as the district office, emergency response personnel, the Red Cross, parents, etc. The communications person should prioritize communication in the following manner: 1) life threatening, 2) property threatening, 3) non-emergency. If you have a larger school, more than one person may need to do this job.
4. Enumeration's Team Member: This person is responsible for accounting for all students and staff. They should have the roll call from the teachers in order to determine if any students are missing. Lists from Search and Rescue Teams and the First Aid team should also be given to this person. The Student Release Team should reports should also be given to this person. They should be able to determine if all staff and students are accounted for, the status of their health and whether or not they have been released to go home.

Before the Earthquake: Determine how communications, rosters and costs will be documented. In order to be reimbursed for costs from FEMA, Standardized Emergency Management System (SEMS) Training may be required. Contact your superintendent.

## ***Search and rescue team***

### **Responsibilities**

Duties: This team will need to sweep quickly through the school buildings to identify location of trapped or injured students and staff. They will rescue the trapped and the injured and assist the First Aid Team in treating the injured. In addition, they should help suppress fires.

Who could do this job? Teams of 5 staff or parent volunteers should be developed as needed for the size of the school. This team should only consist of adults. Students should not be assisting in search and rescue efforts. Custodians may not be a good choice for this team as they will be needed to assist with other urgent tasks such as shutting off utilities.

#### Before the Earthquake:

- 1. Each team member should be assigned to be primarily responsible for either search or rescue. This is to prevent team members being torn between stopping to rescue people and continuing the search for other injured. Each team should designate who will serve as the leader and back-up to the leader.
- 2. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
- 3. Obtain/Develop a resource list of the neighborhood people trained in search and rescue and who would be willing to report to the school site after a major earthquake. Keep this list current.
- 4. Annually check the search and rescue supplies on site.
- 5. Team members should be trained in search and rescue techniques, first aid and fire suppression.
- 6. Team members should also cross-train with the Security/Damage Assessment team so these teams can serve as back-up to one another.
- 7. Establish a pattern for searching the school site.
- 8. Check fire extinguishers annually.

#### Immediately after the earthquake:

- 1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
- 2. Report to earthquake supply shed for search and rescue equipment.
- 3. Sweep through the school buildings following a pre-established pattern to quickly identify who is trapped or injured.
- 4. Note tags on classroom doors. Green=OK, Red=trapped or injured people.
- 5. Check every room in the school visually, vocally and physically as part of the initial sweep of the building. Make notes on the tags if additional trapped or injured are found.
- 6. Rescue trapped or injured individuals. The injured should be transported to the first aid area.
- 7. While searching buildings, look for obvious structural problems and/or significant structural damage. Avoid unsafe areas.
- 8. Report to the Emergency Operations Center about the number and status of trapped victims. Request additional help as needed.

## ***First aid team***

### **Responsibilities**

Duties: This team should establish the first aid treatment areas, triage, and provide first aid to people arriving at these areas. This team will need to coordinate with the Search and Rescue Team. Who could do this job? Teams of staff, students or parent volunteers should be developed as needed for the size of the school. These individuals should be trained in First Aid and CPR.

Before the Earthquake:

- 1. Assume that emergency medical personnel will be unable to respond to the school for the first 72 hours or longer after a major earthquake.
- 2. Team members should be certified in First Aid and CPR and should keep this certification current.
- 3. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
- 4. Obtain/develop a resource list of medically-trained volunteers in the neighborhood who are willing to report to the school after a major earthquake. Keep this list current.
- 5. Annually check to be sure that the first aid supplies are complete and up-to-date. Date all medical items so that age may quickly be determined.

Immediately after the earthquake:

- 1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
- 2. Report immediately to the Emergency First Aid station area.
- 3. Triage injured brought to the first aid station.
- 4. Administer first aid to the injured.
- 5. Coordinate with the Search and Rescue Team. Provide first aid to trapped or injured as they are rescued. If necessary be prepared to assist Search and Rescue Team provide first aid to injured while they are trapped.
- 6. Keep emergency card with each injured person.
- 7. Record all cases on a central log in triage. If possible, assign an extra person to serve as record keeper. All injured released from the first aid station should also be recorded in the central log, including to whom they were released and their destination. If the injured was transported by emergency response personnel, note the destination of the transport.
- 8. A team member should routinely check the student population in the evacuated area to see if anyone needs attention. If so, bring them back to the first aid station.
- 9. Notify the Emergency Operations Center of number of injured and status of first aid treatment.

## ***Security / damage assessment team***

### **Responsibilities**

Duties: Team members should be responsible for checking utilities and performing initial assessment of damage to buildings. This team should help suppress fires and coordinate with Search and Rescue Team. In addition, they should secure the campus to minimize unauthorized access or exit and direct parents to student release area. Who could do this job? A team of staff or parent volunteers should be developed as needed for the size of the school. Custodians would be a good choice for this team. Team members should have access to master keys and should be trained as backup to the Search and Rescue Team.

#### Before the Earthquake:

- 1. Team members should be trained to know when, how and where to shut off utilities, gas, electricity and water, as required.
- 2. Check supplies to be sure the necessary tools to shut off utilities are there.
- 3. Obtain the name and phone number of a structural engineer who is willing to report to your school site after the disaster.
- 4. Check utility map of the school site for accuracy and completeness.
- 5. Obtain training in emergency damage assessment.
- 6. Go through the Hazard Assessment of the school site. Remove or correct any of the problems identified by the hazard assessment if possible.
- 7. Team members should cross train with Search and Rescue Teams so that these teams can serve as back-up to one another.
- 8. Check fire extinguishers annually.

#### Immediately after the earthquake:

- 1. Report to the earthquake supply shed for necessary supplies.
- 2. A methodical sweep of the campus should be performed. Rapidly inspect all areas for the odor of leaking gas, electrical shorts or leaking water. If necessary, turn off the gas main, electricity and/or water main. Do not enter damaged structures.
- 3. Assist Search and Rescue Team as needed in fire suppression or other activity.
- 4. Check the perimeter of the school site for damage such as downed wires.
- 5. Post a team member at the school main entrance to direct emergency vehicles, traffic and parents. Only emergency vehicles should be allowed on school grounds. All others must walk onsite. This point should be stressed to parents in the annual emergency procedure letter to them.
- 6. Activities of the team should be reported to the Emergency Operations Center.

## ***Student release team***

### **Responsibilities**

Duties: This team should document and assist the teachers in the release of students to parents and designated adults.

Who could do this job? A team of staff or parent volunteers supervised by the school secretary would be a likely choice for this team.

Before the Earthquake:

- 1. A letter should be sent home to parents at the beginning of each school year with the student emergency card, which explains the emergency plans of the school site. This letter should also explain what parents need to supply for their children and what procedures they should follow during a disaster.
- 2. All student information should be in triplicate. One copy should be in the individual student kit, one copy in the teacher's emergency backpack and one copy should be kept in the office.
- 3. Determine which site will be the emergency student release area. Develop the procedure to be used for releasing students.
- 4. During the annual earthquake drill, test the student release procedure.

Immediately after the earthquake:

- 1. Evacuate the office and bring emergency cards
- 2. Set up Student Release Area.
- 3. Have parents/designated adults sign-out students. The time and destination of the sign-out should be recorded.
- 4. Coordinate with the Emergency Operations Center so it is known which students are trapped or injured.
- 5. Report all activities to the Emergency Operations Center.

## ***Support team***

### **Responsibilities**

Duties: This team should facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution and sanitation set-up.

Who could do this job? A team of staff, student or parent volunteers sufficient for the school size.

Before the Earthquake:

- 1. Inventory all food, water, cooking and sanitation supplies. Check expiration dates, replace out-dated supplies.
- 2. At the beginning of the school year, all children should be asked to bring the zip lock bag containing their emergency kit supplies. In addition, each child should bring some canned or dry foodstuffs listed in supplies.



- ❑3. Determine the best location of food preparation, food service, and water distribution. In addition, determine a location for the sanitation tents or shelters away from the food preparation area.
- ❑4. Develop a food consumption plan for the school population, *i.e.* Students consume supplies in zip lock bag first. Remember the first hours after the earthquake will largely be spent rescuing the trapped and injured.

Immediately after the earthquake:

- ❑1. Report to the Emergency Operations Center. Coordinate with the Executive Director/designee.
- ❑2. Set up cooking area, water distribution area and sanitation areas. Do not allow waste from sanitation area to come within 200 feet of students or food/water supplies.
- ❑3. Set up sheltering tents as necessary to protect the students from the elements.

### **Severe Incident – Multiple day emergency supplies:**

IF THIS IS A SEVERE EARTHQUAKE, the school site may have to care for children up to 3 days after the event. The following supplies should be accumulated before an earthquake and stored in a shed separated from the school building. Having minimally these supplies will help in the aftermath of a severe earthquake. Remember: Prepare to be isolated 72 hours.

### **Earthquake supplies**

Immediately Accessible Supplies:

- Portable radio and batteries
- Map of utility shut-offs and emergency areas (color coordinated)
- Flashlights and batteries
- Bullhorn or megaphone
- Radio communication system such as HAM equipment
- utility shut off wrench--1/utility
- Storage containers for disaster supplies--Aluminum or wood sheds
- Water:
  - 1/2 gallon/person/three days
  - 3 1/2 oz. paper, biodegradable cups for water distribution--5 cups/day/person
  - appropriate tool for dispensing water from container into cup
- Sanitation supplies:

- Toilet--buckets with plastic bags
- Privacy shelter--1 per 25 people
- Toilet paper--20 rolls per 100 people
- Wet wipes--300 per 100 people
- Plastic bags, ties--10 per 100 people
- Food: (Non perishable foods such as canned vegetables and fruits. Avoid salty foods.)
- Matches
- Cooking supplies--can opener, pots/pans, camp stove, fuel for cooking
- paper plates, cups, paper towels, aluminum foil
- Instant coffee
- Hard candies, Fruit roll-ups, other snacks
- The following can be collected by asking each child to bring in one "Costco"-sized can of the following.
- Divide assignments up by grade level e.g. each ninth grade student brings 1 large box of soda crackers.
- 40 oz. cans of beef stew
- Boxes of unsalted soda crackers
- Large cans of fruit cocktail
- Large cans of peaches
- Large cans of pork-n-beans
- Canned stews
- 46 oz. Cans of canned juices
- Cans of vegetable soup
- First Aid:
- 4x4 compress--1000 per 500 students
- 8x10 compress--150 per 500 students
- Sterile ABD combine pads 5"x9"--25 per campus
- Sterile non stick Telfa pads 3"x4"--400 per campus
- Gauze rolls, non sterile--60 rolls of 3" by 10 yards
- Kerlix bandaging--1 per student
- Ace wrap 2 inch--12 per campus
- Ace wrap 4 inch--12 per campus
- Triangular bandages--24 per campus
- Cardboard splints, small--24 per campus
- Cardboard splints, medium--24 per campus
- Cardboard splints, large--24 per campus
- Aqua-Blox--0.016 x students/staff=number of cases
- Band-Aids, 3/4 inch size--300 per campus

- Extra large Band-Aids--50 per campus
- Butterfly bandages--50 each per campus
- Hydrogen peroxide--10 pints per campus
- Backboard with straps--1.5 per 100 students
- scissors (paramedic)--4 per campus
- Tweezers--3 assorted per campus
- Triage tags--50 per 500 students
- latex gloves--100 per 500 students
- oval eye patch--1 box of 50 per campus
- 1 inch cloth tapes--50 rolls per campus
- 2 inch cloth tapes--24 rolls per campus
- Dust masks--24 per 100 students
- Disposable Richter highway blankets--10 per 100 students
- First Aid books, standard--2 per campus
- First Aid books, advanced--2 per campus
- Space Blankets--1 per student/staff
- Two 20 feet by 20 feet ground covers for first aid station
- Clipboard, paper, report forms
- Self-inflating resuscitation bag and mask
- Tourniquets--25
- Cervical Collars--5
- Sterile saline solution--30 1000mL bottles
- Irrigation trays-8
- Hydrogen peroxide
- Burn paks, 3"x3"--40 per campus
- Cold packs--20 per campus
- Medications (Need to be dated and rotated): 10 Ammonia inhalants, 4 64 oz Powdered Gatorade
- or other oral electrolyte, 1000 antacid tablets, 1000
- 325 mg Tylenol, 150 25 mg Benadryl capsules, 2 Dramamine (for motion sickness from ground
- shaking), 2 bottles Immodium or Kaopectate, Neosporin--box of 144 squeeze packs per campus
- 15 pints alcohol
- 12 rolls paper towels
- 12-33 gallon plastic bags
- 40 small plastic bags
- 200 pre moistened towelettes
- 2 packages safety pins

- 20 packets of tissues
- 30 blankets
- 30 foam sleeping pads
- 2 thermometers
- Feminine hygiene products
- Miscellaneous tools for uses additional to search and rescue
- Utility shut off wrench--1/utility
- Pry bars, five to six feet--2 per campus
- Pick ax 6#--1 per campus
- Sledge hammer--1 per campus
- Square shovel--1 per campus
- Round shovel--1 per campus
- Barrier tape 3 inches x 1000 feet--3 per campus
- Street grade broom--1 per campus
- 2x4 wooden cribbing--18 per campus
- 4x4 wooden cribbing--15 per campus
- Wedges--6 per campus
- Flathead and Phillips screwdrivers

Miscellaneous:

- Games and activities for kids
- Tents (for first aid station, cooking area and student shelter from elements)
- Fire extinguishers
- Optional Item: Generator

Search and rescue (SAR) equipment:

- Protective gear for SAR teams:
- Develop 5 member SAR teams--number based upon per classroom needed to search school
- site within 20 minutes.
- hard hat--1/team member
- vest--1/team member
- gloves with leather palms--1/team member
- safety goggles--1/team member
- dust mask--1/team member
- whistles--1/team member
- Keys--one set/SAR team or one set/assigned area
- Basic SAR tools
- adjustable 10 inch pliers--1 per campus

- 8 inch lineman pliers-- 1 per campus
- Pry bar 24 inches--1 per campus
- mini folding hacksaw--1 per campus
- 18 inch bolt cutters--1 per campus
- hammer, 3#--1 per campus
- duct tape--1 roll per campus
- plastic bags--6 per campus
- folding shovel--1 per campus
- angle head flashlight--1 per campus
- 6 inch screwdriver--1 per campus
- 4 inch Phillips screwdriver--1 per campus
- Utility knife--1 per campus
- Container to hold tools--1 per campus
- Rope--20 feet
- SAR tags (red and green)
- Additional flashlights
- Batteries for flashlights (at least 2 sets per flashlight)
- Emergency lanterns
- 8'x10' heavy tarp
- 1 stretcher/team

## INJURY & ILLNESS PREVENTION PROGRAM (IIPP)

### Requirements

Every California employer must establish, implement and maintain a written Injury and Illness Prevention Program (IIPP) and a copy must be maintained at each worksite or at a central worksite if the employer has non-fixed worksites. The requirements for establishing, implementing and maintaining an effective written Injury and Illness Prevention Program are contained in Title 8 of the California Code of Regulations, Section [3203](#) (T8 CCR 3203) and consist of the following nine elements:

- [Responsibility](#)
- [Compliance](#)
- [Communication](#)
- [Hazard Assessment](#)
- [Accident/Exposure Response & Investigation](#)
- [Hazard Correction](#)
- [Training and Instruction](#)
- [Record Keeping](#)
- [Appendixes](#)



## HEALTH AND SAFETY POLICY

The safety of students and staff is the highest priority for the Summit Public Schools. Injuries and illnesses create personal loss to employees, students, and their families, and reduce our schools' ability to provide quality education. Summit Public Schools has established this IIPP to prevent all accidental injury and loss at its sites.

IIPP administrators, along with all School and Team Leaders, have primary responsibility for providing a safe working and learning environment, and are accountable for compliance with applicable health and safety requirements. All supervisory employees including all school and team employees who manage others share responsibility for ensuring the safety of students and staff.

Every employee is expected to work safely, adhere to safety requirements and immediately report accidents and potential workplace hazards to their School and Team Leaders.



# SUMMIT PUBLIC SCHOOL'S INJURY & ILLNESS PREVENTION PROGRAM



## RESPONSIBILITY

The Injury and Illness Prevention Program (IIPP) administrators, Drew Grimshaw and Matt Paolini have the authority and the responsibility for implementing and maintaining this IIPP for Summit Public Schools organization and all schools under its name.



Drew Grimshaw  
**HR Lead**



Matt Paolini  
**Director of  
Operations & Compliance**

The Injury and Illness Prevention Program (IIPP) administrators, Drew Grimshaw and Matt Paolini have the authority and responsibility for implementing the provisions of this program for Summit Public Schools which include:

- Implementing an Injury and Illness Prevention Program (IIPP) consistent with California Code of Regulations, Title 8, Section 3203
- Taking action to mitigate identified safety hazards, including any temporary measures, as appropriate.
- Establishing a Safety Committee and designating a Committee Chair to carry out the responsibilities referenced in this document.
- Implementing safety awareness incentives, on an as-needed basis
- Ensuring that disciplinary measures are enforced on employees found responsible for contributing to unsafe conditions or work practices. Violation of safety procedures or policies will result in appropriate administrative action, including warnings, suspension or termination and/or the satisfactory completion of an employee safety awareness program.
- Informing employees of procedures for reporting workplace hazards and safety concerns.
- Instructing employees on procedures for reporting accidents, injuries and workers' compensation claims.
- Continuing contact with injured employees
- Maintaining employee training records
- Reporting serious workplace injuries to Cal/OSHA as required.



## School and Team Leaders

School and Team Leaders are responsible for enforcing safe work practices and mitigating identified hazards. Other responsibilities include:

- Providing new employees with an orientation of job hazards and safe work practices associated with their defined duties prior to assignment, including the use of personal protective equipment.
- Investigating accidents and taking necessary action to prevent recurrence.
- Recommending disciplinary action for employees failing to comply with safety requirements.
- Ensuring employees are trained on safe work practices and any hazards unique to their duties.
- Ensuring proper reporting of work-related injuries and illnesses.
- Reporting workers' compensation claims

## Employees

Employees are responsible for following safe work practices and procedures as referenced in this document. Other responsibilities include:

- Reporting unsafe conditions, work practices, or accidents to their school or team leader immediately ([Appendix 4](#)).
- Use appropriate personal protective equipment as instructed by their school or team leader
- Making school or team leaders aware of any and all workplace injuries.

## Safety Committee

The Safety Committee is comprised of the Chief Financial Officer, Chief Regional Officer (oversees all school leaders), Controller, Director of Operations & Compliance, and the HR Lead. The Safety Committee is responsible for reviewing accident reports, regulatory notices and workplace safety concerns every 6 months ([Appendix 1](#)). Other responsibilities include:

- Reviewing work-related injury and illness statistics.
- Making recommendations to the IIPP Administrator on necessary corrective actions.
- Ensuring that periodic site inspections are conducted
- Reviewing the IIPP and recommending necessary revisions to the IIPP Administrator.

All employees are given and have access to the IIPP through multiple information venues: the IIPP is posted on the organization's HR website, employee services platform (Trinet) and on the internal Summit Google Drive system.

In addition, employees are invited to access the IIPP through Summit Public Schools' Playlists system (a self-directed learning tool that includes lessons, content and a assessment) and a physical copy is maintained in the main office of each school. Members of the Technology team, and members of the Science team at each school will receive personal copies of the IIPP in their initial safety onboarding.







## COMPLIANCE

Management is responsible for ensuring that all safety and health policies & procedures are clearly communicated and understood by all employees. It is the responsibility of each manager at Summit to ensure that their direct reports understand safety issues and procedures at each Summit site. School or Team leaders are expected to enforce the rules fairly and uniformly.

All employees are responsible for using safe work practices, for following all directives, policies and procedures around health and safety, and for assisting in maintaining a safe work environment.

The following is our system of ensuring that all workers comply with the rules and maintain a safe work environment:

- Informing workers of the provisions of our IIPP during orientation
  - Every employee is provided with the plan and given a self-directed training guide within the first week of employment
- Evaluating the safety performance of all workers
  - School leaders and all home office staff members will fill out an evaluation form every six months
- Recognizing employees who perform safe and healthful work practices (optional)
  - Will take nominations for people who have taken exceptional action to upkeep safety at the school sites and recognize them every 6 months
- Providing training to workers whose safety performance is deficient
  - Summit Managers will identify any employees who display unsafe or unsound working behaviors
  - They will inform the HR lead of this situation
  - The HR Lead will offer additional training as needed ([Appendix 2](#))
- Disciplining workers for failure to comply with safe and healthful work practices.
- Provide practice procedures through drills
  - Reference ([Appendix 10](#)) for the time table of drills





## COMMUNICATION

The following is our system of communication designed to facilitate a continuous flow of two-way (management, supervision and employees) safety and health information in a form that is readily understandable to and between all affected site personnel.

On beginning employment, all employees will have access to this IIPP and will be encouraged to consult it throughout their work at Summit. The program remains on-line at all times, making it accessible employees to any and every point.

In addition:

- New worker orientation gives an introduction to the IIPP through a self-directed playlist, including a discussion of site-specific safety and health policies and procedures.
- As part of the introduction to each school or team, there is a personal follow-through on the IIPP and workplace safety by supervisors to ensure effectiveness.
- Workplace-specific safety and health training and drills occur throughout the work year ([Appendix 2](#)).
- [Safety Committee meetings](#) are held at least bi-annually – and more frequently, if deemed necessary by the creation of hazards or occurrence of injuries and illnesses.
- Effective written communication of safety and health concerns between workers and School and Team Leaders is encouraged, including language translation where appropriate.
- Posted and distributed safety information.
- The IIPP, safe workplace recommendations and resources for safety while working are all posted on-line at Summit's HR website.
- There is a system in place for workers to inform management about workplace hazards without fear of reprisal. In order to do so, any member of the Summit community can submit a Uniform Complaint Form, which triggers a no-fault investigation by the IIPP administrators. Copies of this form can be found at .....





## HAZARD ASSESSMENT

Periodic inspections to identify and evaluate workplace hazards are performed by the Human Resources, Operations and Facilities Team according to the following schedule ([Appendix 6](#)):

- When our Injury and Illness Prevention Program was first established
- When new substances, processes, procedures or equipment that present potential new hazards are introduced into our workplace;
- When new, previously unidentified hazards are recognized;
- When occupational injuries and illnesses occur;
- When we hire and/or reassign permanent or intermittent workers to processes, operations, or tasks for which a hazard evaluation has not been previously conducted; and
- Whenever workplace conditions warrant an inspection.
- Annually at each school site
- At the beginning of each semester on an informal basis by IIPP administrators

Periodic inspections consist of identification and evaluation of workplace hazards utilizing applicable sections of the attached Hazard Assessment & Correction Record, and any other effective methods to identify and evaluate workplace hazards ([Appendix 3](#)). There will be Fire Report and Inspection, Facilities Report and Inspection that will be assessed by our internal Facilities team.





## ACCIDENT/EXPOSURE RESPONSES & INVESTIGATIONS

In cases of accidents, employees first on the scene should act based on severity of the situation. If deemed capable and trained in handling the situation, the employee should respond. Otherwise, the employee should contact the closest and most capable adult in the vicinity. Once situation is handled, the team lead or school leader should be notified of the situation. Please refer to the ([Appendix 8](#)). Following an occupational injury or illness, the School Leader or Team Lead will:

- Ensure that injured or ill personnel has received necessary first aid or medical attention.
  - Each school site has an Office Manager (OM) who will be the designated first-aider.
    - OMs are trained in first aid, have access to emergency medical and first aid kits, trained in handling EPI-Pens, and have instant access to emergency medical information for both students and employees.
  - Every site has an adult certified in CPR training. The OMs have a list of those adults certified in CPR response and will call on them immediately, in the event of a cardiac arrest occurring.
- Ensure proper and prompt reporting of occupational injuries or illnesses (refer to Workers Compensation Reporting section for process) to Summit's HR Lead.
- Take necessary actions to prevent recurrence. Report these actions to Summit's HR lead.
- Investigate the accident, including inspection of the accident site and interview of employee and witnesses to identify contributing factors and determine the cause(s) of the accident by the IIPP administrator. Submit documentation to HR Lead, if the incident is determined as major.
- Complete the "Injury/Accident Investigation Report" and forward a copy to Summit's HR Lead ([Appendix 7](#)).
- Follow-up with injured employee.
- Consistent with Cal/OSHA requirements, the School Leader and Summit's HR Lead will report within 8 hours any serious injuries, illnesses or deaths to one of the Cal/OSHA offices listed below:
  - 1515 Clay Street Suite 1901 Oakland, CA 94612
    - (510) 286-7000
  - For purposes of reporting, a "serious injury" is defined as a death, amputation, permanent disfigurement, hospitalization for more than 24 hours for other than observation, or an incident resulting in multiple injuries requiring hospitalization. The following information will be required when reporting the injury:
    - Time, date, description of accident, and nature of injury
    - Employer's name, address and telephone number
    - Name and job title of person reporting
    - Address of accident site
    - Name of person to contact at accident site
    - Name and address of injured employee(s)
    - Location of injured employee(s)



## Worker's Compensation Procedures

This procedure guide is designed to assist IIPP administrators, school and team leaders with the workers' compensation process, ensure the employees receive appropriate benefits without delay and protect the school against costly financial penalties.

### Guidelines:

1. *Reporting work-related injuries and illnesses*
  - a. All work-related injuries and illnesses must be reported to Summit's HR Lead (or his or her designee) immediately.
2. *Posting Requirements*
  - a. All schools and offices display a poster in a conspicuous location accessible to all employees. This poster summarizes employee's rights and employers obligations should an employee suffer a work-related injury or illness. The law also requires that this information be posted in both English and Spanish. IIPP administrators will ensure that all blank spaces on the poster are completed before posting and will verify during site visits.
3. *Pre-Designation of Physician*
  - a. An employee may designate a personal physician to provide medical treatment in case of a workers' compensation injury instead of using an authorized medical provider. Such designation must be made PRIOR to an industrial injury, and the physician area of expertise must be appropriate for the injury. The physician must agree, in writing, to the pre-designation. The pre-designation form is made available to all new employees by HR and is maintained at the employee's work location.
4. *When an injury or illness occurs*
  - a. Medical Attention
    - i. If emergency medical attention is required, immediately call 911 or your local emergency medical services provider.
    - ii. If non-emergency medical attention is required or is requested by the injured worker, refer to the list of approved medical providers (attached). Copies of this list of approved medical providers are provided to each work location to ensure that an injured worker receives timely medical attention at an appropriate facility.
    - iii. For dental injuries refer the injured employee to their personal dentist.
5. *First-Aid Cases*
  - a. Summit DOES NOT report first aid cases to our workers' compensation carrier. These cases are defined as injuries or illnesses that do not require a doctor's visit or outside medical attention and no time is lost after the date of injury.
6. *How to report an industrial injury*
  - a. We provide the employee with a claim form (DWC-1) within one working day of finding out about an injury or illness
    - i. We also give the employee a "Workers' Compensation Contact Card" to facilitate the medical providers intake of the employee and the billing process ([Appendix 9](#)).
    - ii. We complete the employer's portion of the returned DWC-1 form and give a copy to the employee. The employee must complete the top section and return the completed form to the employer. The Team Lead or School Leader then completes the lower section of the form and retains a copy and forwards a copy of the DWC-1 form to the HR Lead at [dgrimshaw@summitps.org](mailto:dgrimshaw@summitps.org).
  - b. Employee Incident Investigation Form
    - i. The HR Lead will complete the Employee Incident Investigation Form ([Appendix 7](#)). This worksheet specifies the information needed when reporting the claim. After Summit has reported the claim, this form is maintained separately from the employee's personnel file in SPS's confidential files.



1. Call the claims hotline to report the claim: (877) 263-9904. The hotline service will complete the state-mandated DLSR5020 (Employer's First Report) for you and will send a copy to the JPA and the claims adjuster. A claim will automatically be established and the adjuster will make contact.
  2. There are state-imposed penalties for not reporting or late reporting. Report immediately.
7. *HR Lead keeps log/track of all Worker's Compensation Incidents and offers that to Safety Committee every meeting.*



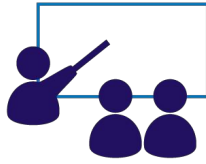


## HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices or procedures at our work facilities shall be corrected **in a timely manner** based on the severity of the hazards, and according to the following procedures:

- When observed or discovered;
- When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed workers from the area except those necessary to correct the existing condition. Workers necessary to correct the hazardous condition shall be provided with the necessary protection;
- All such actions taken and dates they are completed shall be documented on the attached Hazards Assessment and Correction Record ([Appendix 3](#))





## TRAINING AND INSTRUCTION

Summit Public Schools provides instruction on general and job-specific safety and health practices. Training and instruction shall be provided as follows:

- When the IIPP is first established;
- To all new workers;
- To all workers given new job assignments for which training has not previously provided;
- Whenever new substances, processes, procedures or equipment are introduced to the workplace and represent a new hazard;
- Whenever we become aware of a new or previously unrecognized hazard;
- To School or Team Leaders to familiarize them with the safety and health hazards to which workers under their immediate direction and control may be exposed;
- To all workers with respect to hazards specific to each employee's job assignment.
- Trainings will come in the form of (but is not limited to):
  - Playlists
  - CharterSafe modules ([Appendix 2](#))
  - Drills ([Appendix 10](#))
    - Fire Drills will occur once every semester
    - Earthquake Drills will occur once every semester
    - Emergency Situation Drills will occur once every year
  - Certifications
  - Internally posted resources
- Training for all employees will include (but is not limited to):
  - Explanation of our IIPP, emergency action plan and fire prevention plan, and measures for reporting any unsafe conditions, work practices, injuries and when additional instruction is needed.
  - Availability of toilet, hand-washing, and drinking water facilities
  - Provisions for medical services and first aid, including emergency procedures.
  - Proper housekeeping, such as keeping stairways and aisles clear, work areas neat and orderly, and promptly cleaning up spills.
  - Prohibiting horseplay, scuffling, or other acts that adversely influence safety.
  - Proper storage to prevent:
    - Stacking goods in an unstable manner
    - Storing materials and good against doors, exits, fire extinguishing equipment and electrical
  - Where applicable, and for appropriately impacted employees, our training may also include:
    - Prevention of musculoskeletal disorders, including proper lifting techniques
    - Use of appropriate clothing, including gloves, footwear, and personal protective equipment
    - Information about chemical hazards to which employees could be exposed and other hazard communication program information.
    - Proper food and beverage storage to prevent them from becoming contaminated In addition, we provide specific instructions to all workers regarding hazards unique to their job assignment, to the extent that such information was not already covered in other training.







## RECORDKEEPING

The Safety Committee will ensure retention of the following documents at the facility for at least five (5) years:






- Safety inspection reports
- Regulatory citations and Corrective Action Notices
- Minutes from Safety Committee meetings
- Current year Cal/OSHA Form 300A "Summary of Occupational Injuries and Illnesses. Prior year Forms 300A may be retained electronically.
- Employee accident investigation reports
- Workers' compensation claims
- Employee training records ([Appendix 5](#))
- Occurrences of drills

### Appendixes:

1. [Safety Committee Members and Meetings](#)
2. [List of Training Videos & Courses](#)
3. [Hazard Assessment and Correction Record](#)
4. [Employee Request for Correction of Safety Hazard](#)
5. [Health & Safety Training Form](#)
6. [Facilities Inspection Form](#)
7. [Liability Incident Call-In Report](#)
8. [Student and Teacher Injury and Illness Action Plan](#)
9. [Worker's Compensation Employee Accident Card](#)
10. [Example of Emergency Plan](#)



**Safety Committee Members**

Picture	Name	Position
	Isabelle Parker	Chief Financial Officer
	David Richards	Chief Regional Officer
	Gavin Kwong	Controller
	Drew Grimshaw	Human Resources Lead
	Matt Paolini	Director of Operations and Compliance

**Meeting Dates**

(March & August at Everest Public High School)

Meeting	Date
Mid-Year Safety Committee Convening	March 30, 2015/Everest Public High School
Initial Safety Committee Convening	August 30, 2015/Everest Public High School



# List of Training Videos & Courses

*Provided by SafeSchools Training*

1.



# Hazard Assessment and Correction Record

Date of Inspection:

Person Conducting Inspection:

Unsafe Condition or Work Practice:

Corrective Action Taken:



## EMPLOYEE REQUEST FOR CORRECTION OF SAFETY HAZARD

This form is to be completed when a hazard or dangerous situation has been noted by an employee. It is the responsibility of the IIPP Administrator to ensure that follow-up and corrective measures are taken.

Employee:

To:  
Site Administrator's Name

This is a request that the following safety hazard be investigated and/or corrected.

Location:

Description of hazard:

Were measures/actions taken to temporarily control the hazard? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, what?

If no, given reason

Signed:  
Employee

Date

Site Administrator:

Recommendation or Action Taken:

Signed:  
Site Administrator

Date





# FACILITIES INSPECTION FORM

Facility Name: \_\_\_\_\_ Inspection Date: \_\_\_\_\_

## ADMINISTRATIVE

### 1. Injury and Illness Prevention Program

**Yes    No**

- |   |                          |                          |           |
|---|--------------------------|--------------------------|-----------|
| Responsible person identified                   | <input type="checkbox"/> | <input type="checkbox"/> | Comments: |
| Required inspection schedule met                | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Accident investigations are prompt and thorough | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Program documents on file                       | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Staff received Hazard Communication training    | <input type="checkbox"/> | <input type="checkbox"/> |           |

### 2. Emergency Fire and Earthquake Drills

**Yes    No**

- |   |                          |                          |           |
|---|--------------------------|--------------------------|-----------|
| Drills conducted per code; principal sign off                                 | <input type="checkbox"/> | <input type="checkbox"/> | Comments: |
| Elem. Fire drill one/month; 9-12 twice/year                                   | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Elem. drop/cover drill once/qtr.; 9-12 once/sem                               | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Emergency preparedness plan available   | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Supply location is orderly, clean   | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Emergency response materials (e.g., kit) available and in accessible location | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Emergency/earthquake water changed every 6 mos.                               | <input type="checkbox"/> | <input type="checkbox"/> |           |

### 3. Facility Site Safety

**Yes    No**

- |  |                          |                          |           |
|--|--------------------------|--------------------------|-----------|
| District-wide Safety Plan available                | <input type="checkbox"/> | <input type="checkbox"/> | Comments: |
| Site and buildings are free of fire hazards        | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Fire extinguishers available in each building      | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Fire extinguishers accessible, current             | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Fire extinguisher inspections conducted monthly    | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Exits marked and unobstructed, exit doors operable | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Fire lanes open/unobstructed                       | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Telephones available for emergency use             | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Gates permit entry for emergency vehicles          | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Accessibility for special needs students           | <input type="checkbox"/> | <input type="checkbox"/> |           |

### 4. Pest Management Program

**Yes    No**

- |   |                          |                          |           |
|---|--------------------------|--------------------------|-----------|
| Free of unauthorized pesticide/herbicide products | <input type="checkbox"/> | <input type="checkbox"/> | Comments: |
| Program notifications/documentation on campus     | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Exclusion work completed                          | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Food use areas identified                         | <input type="checkbox"/> | <input type="checkbox"/> |           |



## ADMINISTRATIVE (continued)

### 5. Trouble Calls

Yes No

Trouble calls being made in a timely manner   Comments:  
Site manager maintains a log of trouble calls and M&O response statuses

## BUILDING

### 6. General Building Maintenance

Yes No

Buildings in good repair   Comments:  
Roofs/gutters well maintained    
Free of dry rot, water damage, exposed wires    
Floor covering in good repair    
Furniture and equipment has seismic restraints or bracing    
At least 18" clearance for sprinkler heads    
At least 36" clearance for electrical panels

### 7. Drinking Water

Yes No

Water fountains are functional, operable   Comments:  
Fixtures are clean; parts are not obstructed    
Water pressure is adequate    
Access and ration is sufficient    
Water is visibly clear    
Flushing procedures in place

### 8. Graffiti

Yes No

Free of graffiti on restroom walls, partitions, and fixtures   Comments:  
Free of graffiti on building exteriors, windows    
Free of graffiti on building interiors, hallways, stairwells, rooms    
Regular graffiti removal process in place, with matching paint-over

### 9. Asbestos

Yes No

AHERA compliance maintained   Comments:  
Appropriate documentation on site (e.g., AHERA Management Plan)    
Interior building components in good condition    
Exterior building components in good condition





**BUILDING (continued)****10. Painted Surfaces****Yes No**

Interior building components in good condition	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Exterior building components in good condition	<input type="checkbox"/>	<input type="checkbox"/>	

**11. Electrical, Heating and Ventilation****Yes No**

Ventilation/heating/cooling systems in good repair	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Lighting, alarms, cables are adequate	<input type="checkbox"/>	<input type="checkbox"/>	
Fixtures, switches and outlets are operable	<input type="checkbox"/>	<input type="checkbox"/>	
Maintenance requests kept on file	<input type="checkbox"/>	<input type="checkbox"/>	
Free of obvious safety hazards	<input type="checkbox"/>	<input type="checkbox"/>	

**12. Windows – Operable, Safe, Clear****Yes No**

Windows provide light and unobstructed view	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Broken windows have been reported, dated	<input type="checkbox"/>	<input type="checkbox"/>	
Broken windows were repaired w/in 72 hours	<input type="checkbox"/>	<input type="checkbox"/>	
Any cracked windows have been reported	<input type="checkbox"/>	<input type="checkbox"/>	
Venetian blinds in good repair	<input type="checkbox"/>	<input type="checkbox"/>	
Free of obvious safety hazards	<input type="checkbox"/>	<input type="checkbox"/>	

**13. Restrooms – Operable, Supplied, Clean****Yes No**

Toilets, sinks, and urinals clean and operable	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Adequate ventilation	<input type="checkbox"/>	<input type="checkbox"/>	
Free of offensive odors	<input type="checkbox"/>	<input type="checkbox"/>	
Clean fixtures, walls, and floors	<input type="checkbox"/>	<input type="checkbox"/>	
Stalls have doors with functional slide bolts	<input type="checkbox"/>	<input type="checkbox"/>	
Dispensers stocked w/paper, soap	<input type="checkbox"/>	<input type="checkbox"/>	
Sink surfaces in good repair	<input type="checkbox"/>	<input type="checkbox"/>	
Lights, doors, windows, and hand dryers are operable	<input type="checkbox"/>	<input type="checkbox"/>	
Accessible during working hours	<input type="checkbox"/>	<input type="checkbox"/>	
Free of obvious safety hazards	<input type="checkbox"/>	<input type="checkbox"/>	
Last date of deep cleaning			

**14. Kitchens****Yes No**

Pest problems have been managed	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Drains clean	<input type="checkbox"/>	<input type="checkbox"/>	
Adequate cleanliness	<input type="checkbox"/>	<input type="checkbox"/>	
Last date of deep cleaning			

**15. Lunch Shelters****Yes No**

Pest problems have been managed	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Drains clean	<input type="checkbox"/>	<input type="checkbox"/>	
Roof intact	<input type="checkbox"/>	<input type="checkbox"/>	
Lighting adequate/functioning	<input type="checkbox"/>	<input type="checkbox"/>	
Heaters functional (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	
Tables, trash receptacles and decks clean	<input type="checkbox"/>	<input type="checkbox"/>	



## BUILDING (continued)

	Yes	No	
<b>16. Stairways/Hallways</b>			
Lighting adequate/functioning	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Free of slippery conditions	<input type="checkbox"/>	<input type="checkbox"/>	
Free of obstructions	<input type="checkbox"/>	<input type="checkbox"/>	
Lockers in good repair	<input type="checkbox"/>	<input type="checkbox"/>	
Adequate cleanliness	<input type="checkbox"/>	<input type="checkbox"/>	
Handrails in good repair	<input type="checkbox"/>	<input type="checkbox"/>	
<b>17. Gyms/Locker Rooms</b>	<b>Yes</b>	<b>No</b>	
Free of odors	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Lighting adequate/functioning	<input type="checkbox"/>	<input type="checkbox"/>	
Lockers in good repair	<input type="checkbox"/>	<input type="checkbox"/>	
Hot water available for showers	<input type="checkbox"/>	<input type="checkbox"/>	
Backboards properly attached	<input type="checkbox"/>	<input type="checkbox"/>	
Floors free of safety hazards (not slippery or peeling)	<input type="checkbox"/>	<input type="checkbox"/>	
Adequate cleanliness	<input type="checkbox"/>	<input type="checkbox"/>	
<b>18. Auditorium/Multi-Purpose Rooms</b>	<b>Yes</b>	<b>No</b>	
Lighting adequate/functioning	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Drapes and dimmer board in good condition	<input type="checkbox"/>	<input type="checkbox"/>	
Free of broken/loose seats	<input type="checkbox"/>	<input type="checkbox"/>	
Adequate cleanliness	<input type="checkbox"/>	<input type="checkbox"/>	
<b>19. Classrooms</b>	<b>Yes</b>	<b>No</b>	
Lighting adequate/functioning	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Free of broken furniture	<input type="checkbox"/>	<input type="checkbox"/>	
Proper flags	<input type="checkbox"/>	<input type="checkbox"/>	
Adequate cleanliness, including sinks	<input type="checkbox"/>	<input type="checkbox"/>	
Glides on chairs	<input type="checkbox"/>	<input type="checkbox"/>	
<b>20. Shops</b>	<b>Yes</b>	<b>No</b>	
Lighting adequate/functioning	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Equipment has appropriate guards	<input type="checkbox"/>	<input type="checkbox"/>	
Safety lines clearly painted on floor	<input type="checkbox"/>	<input type="checkbox"/>	
Hot water available	<input type="checkbox"/>	<input type="checkbox"/>	
Adequate cleanliness	<input type="checkbox"/>	<input type="checkbox"/>	
<b>21. Libraries</b>	<b>Yes</b>	<b>No</b>	
Lighting adequate/functioning	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Shelving in good repair	<input type="checkbox"/>	<input type="checkbox"/>	
Carpet in good condition (no stains, broken seams, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
Adequate cleanliness	<input type="checkbox"/>	<input type="checkbox"/>	
<b>22. Administrative Office</b>	<b>Yes</b>	<b>No</b>	
Lighting adequate/functioning	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
Adequate cleanliness	<input type="checkbox"/>	<input type="checkbox"/>	



**BUILDING (continued)**

**23. Hopper Rooms**

**Yes No**

- Organized
- Well stocked
- Adequate cleanliness
- Cleaning solutions are authorized and labeled

Comments:

**GROUNDS**

**24. General Grounds Maintenance**

**Yes No**

- Campus is clean, operational
- Parking lines clear
- Game lines clear
- Litter removed daily
- Collection bin area is neat
- Chemicals stored safely and in appropriate locations
- Perimeter of school site/fencing is neat
- Site free of weeds
- Sewer/storm drains clear
- Exterior lighting is functioning/adequate
- Fences/gates in good repair (on track, has locks, no holes/rust)
- Asphalt in good condition (no significant cracks, holes, standing water, loose gravel/mulch, etc.)
- Custodial equipment/tools (mowers, carts, etc.) in safe, operable condition – i.e., guards, brakes, etc. and stored properly

Comments:

**25. Playground Equipment**

**Yes No**

- Equipment inspection on file at M&O District
- Equipment is functional and in good repair
- Playground surfacing in good repair

Comments:

**26. Landscape**

**Yes No**

- Tree canopies adequately raised
- Trees/plants adequately trimmed away from buildings
- Free of obvious hazards

Comments:

I hereby certify that the above areas are either in good working condition or deficiencies have been forwarded to the appropriate office

Site Administrator:

\_\_\_\_\_

Print Name

\_\_\_\_\_

Signature

M&O Inspector:

\_\_\_\_\_

Print Name

\_\_\_\_\_

Signature

Safety Inspector:

\_\_\_\_\_

Print Name

\_\_\_\_\_

Signature



# charterSAFE

## Liability Incident Call-In Report

(This form is confidential and should **NOT** be given to parents, guests, or third parties.)

Charter School: \_\_\_\_\_ Location / Site: \_\_\_\_\_

School Leader's name: \_\_\_\_\_ Title: \_\_\_\_\_

Address where incident occurred: \_\_\_\_\_

\_\_\_\_\_

### Type of Incident:

Parent/guest incident \_\_\_\_\_ Parent/guest complaint/allegation \_\_\_\_\_  
Employee complaint/allegation \_\_\_\_\_

Name of person(s) filing complaint: \_\_\_\_\_

Date of incident: \_\_\_\_\_ Time: \_\_\_\_\_ AM \_\_\_\_\_ PM \_\_\_\_\_

Legal complaint or attorney letter received? \_\_\_\_\_ Yes \_\_\_\_\_ No (if yes, please fax a copy with this report)

Specific location (e.g. *northwest corner of Building G*) where incident occurred: \_\_\_\_\_

\_\_\_\_\_

Staff member responsible at the time of this incident: \_\_\_\_\_

Contact Information: Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

Name of person to whom the incident/complaint was reported: \_\_\_\_\_

Contact Information: Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

If the incident/complaint was not reported immediately, why not? \_\_\_\_\_

\_\_\_\_\_

### Cause of incident or complaint (check any that apply):

\_\_\_\_\_ Trip/slip/fall \_\_\_\_\_ Employment dispute  
\_\_\_\_\_ Allegation of neglect/unsafe conditions \_\_\_\_\_ Wrongful termination complaint  
\_\_\_\_\_ Allegation of discrimination or abuse \_\_\_\_\_ Special education complaint

(Please describe in detail): \_\_\_\_\_

\_\_\_\_\_

**Check any of the following possible causes which may apply:**



- |                                       |                        |
|---------------------------------------|------------------------|
| _____ Failure to follow proper policy | _____ Retaliation      |
| _____ Inattention                     | _____ Act of other     |
| _____ Carelessness                    | _____ Alcohol/drug use |
| _____ Unreasonable demands            | _____ Unsafe act       |

What steps have been taken or recommended to prevent or reduce the likelihood of a recurrence?

-----  
 -----

Comments: -----  
 -----  
 -----

**WITNESS INFORMATION** (use separate sheet for additional witnesses)

Name: -----	Name: -----
Address: -----	Address: -----
City/State/Zip: -----	City/State/Zip: -----
Phone: -----	Phone: -----
Email: -----	Email: -----

**Please call in to hotline to report as a claim.**  
**(877) 263-9904**

**Do not fax report; the JPA will receive a copy from the hotline.**



## STUDENT INJURY AND ILLNESS ACTION PLAN

### IF A STUDENT IS INJURED...

- Before anything, check how serious the injury is
- If bleeding, unconsciousness, vomiting, or fitting are happening, or if there is disorientation that doesn't resolve within 60 seconds, consider calling 911 immediately
- Secure a teacher to remain with the student from that moment

### ONCE A STUDENT IS STABLE

- INFORM
  - the ED/AD
  - the family
  - the mentor
- DOCUMENT
  - Record details of the accident & injury
  - Fill out the [Student Accident Insurance Claim Form](#)
  - Complete Part I of the Student Accident Insurance Claim Form
  - Give the rest for the parents with these three instructions
    - *"Tell the doctor or hospital that you have secondary insurance through your schools student accident medical insurance policy. Instruct them to bill your primary insurance first and then send the primary EOB and the itemized bill to Gallagher Koster."*
    - *"You need to keep us informed of your student's health. We can cover any health costs but only if you keep updating us."*
    - *"Please take this Student Injury Incident Card with you, if you get treatment."*
  - Once filled out, scan a copy to Drew and then hand back the form to the family
  - Print out a [Student Injury Incident Card](#) and hand them out
- FOLLOW UP
  - Email/Call the family in one week if no news or update
  - Check if:
    - Any treatment will be needed/will be ongoing
    - Claim form will be submitted and the date of the submission
    - Email Drew with updated progress report

### COMMON PROCEDURES

- HEADACHES
  - Give water, food, and ibuprofen (Check medical release form)
  - Log when and how often ibuprofen was given to students
  - the mentor
- CUTS
  - Tell students to clean and then give them a bandaid
  - Give a courtesy call home if student is cut
- Sick at Front Desk
  - Make students have their computers out and make them do work
  - Only call parents if they need to go home

## TEACHER INJURY AND ILLNESS ACTION PLAN

### IDENTIFY THE TEACHER AND INCIDENT

- Refer the employee for medical treatment
- Make sure they go to the industrial medical facility that we have designated

### FILL OUT THE FORM

- Give out the [Claim Form \[DWC-1\]](#)
- Make sure that Part 1 is completed by the Teacher
- Make sure that you fill out Part 2
- Scan and send to Drew Grimshaw at [dgrimshaw@summitps.org](mailto:dgrimshaw@summitps.org)

### COMMUNICATE AND DOCUMENT

- Email your ED/AD so they are aware of the incident
- Email Drew, with a copy of the completed DWC form attached again
- Explain in your email to Drew what the CONTEXT of the accident/injury was



- Email the teacher next day, to follow up and remind them to contact Drew

## Worker's Compensation Employee Accident Card

<p><b>charterSAFE</b></p> <p><b><u>Workers' Compensation</u></b> <b><u>Employee Accident</u></b></p> <p>In the event of an injury incident, the medical provider may need to contact our coverage group in order to provide services.</p>
<p>Billing: <b>Gallagher Bassett Services, Inc.</b> P.O. Box 22348 Tucson, AZ 85734</p> <p><b>Susan Diamanti, Claim Adjuster</b> T (916) 576-4507 F (877) 748-1047</p>
<p><b>Sue Bedard, Claim Manager</b> CCS JPA DBA charterSAFE T (855) 394-5939</p>

<p><b>charterSAFE</b></p> <p><b><u>Workers' Compensation</u></b> <b><u>Employee Accident</u></b></p> <p>In the event of an injury incident, the medical provider may need to contact our coverage group in order to provide services.</p>
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<p><b>Sue Bedard, Claim Manager</b> CCS JPA DBA charterSAFE T (855) 394-5939</p>



Example of Emergency Plan

# SUMMIT DENALI EMERGENCY PLAN 2015-2016





## SUMMIT PUBLIC SCHOOL: DENALI

### SITE SAFETY PLAN

The purpose of this site safety plan is to provide a plan and guide for the Summit Public School: Denali faculty and staff in the case of an emergency. All faculty are trained in the site safety plan, earthquake, fire, and evacuation drill procedures, and shelter in place drill procedures annually.

This plan includes the following sections:

- I. Emergency Contact Phone Numbers and 911 procedure (pg 1)
- II. Internal Emergencies (pg 2)
- III. Special Section – Airborne Events (pg 3)
- IV. Other Emergency Events and Procedures (pg 4)
- V. Roles and Responsibilities (pg 8)
- VI. Emergency Response Teams (pg 9)
- VII. Evacuation Map showing fire extinguishers, air handler shutoffs, and exits (pg 15)

### EMERGENCY CONTACT PHONE NUMBERS

Police / Fire / Ambulance	911
Sunnyvale Police Department (non-emergency)	408.730.7100 408.730.7180
Sunnyvale Fire Department (non-emergency)	(408) 730-7180
Santa Clara County Sheriff	408.808.4400 408.299.2311
Santa Clara County Office of Education	(408) 453-6500
American Red Cross (San Jose)	877.727.6771
PG&E phone number	800.743.5000
Sunnyvale Public Works (water maintenance and repair)	(408) 730-7510
Child Protective Services	408.299.2071
Joe Bielecki, Executive Director	503.708.6036
Jessica Miranda, Operations Manager	408.460.4936
Denali office phone number	669.600.5695

#### Procedure to call 911

1. State your emergency.
2. Stay Calm.
3. Give your name and the school's name and address
4. Listen. Allow the 911 employee to direct the conversation.
5. Be prepared to answer questions in a clear, calm manner.
6. Remain on the telephone. **DO NOT** hang up until the dispatcher says to do so.



## INTERNAL EMERGENCIES

### I. Internal Emergencies

- Medical Emergency in school unrelated to outside force (i.e. heart issue, seizure, first aid that requires outside help)
  - Hallways, etc. need to be clear (no passing even if period is over)
  - Designated 911—
    - Teacher closest to emergency calls or tells someone to call 911
    - Teacher checks/sends someone to alert Operations Manager
    - Operation Manager immediately informs ED
    - Operation Manager ensures that a parent/emergency contact is called for student; a “contact person” is called for staff member
  - All Teachers on Prep report to Office, and divide up classrooms to make the following announcement: “Due to isolated medical emergency, teachers and students should remain in their classrooms until the next notice.”
  - ED meets medical staff outside of building to direct them to the emergency.
  - As soon as the medical crew/patient have left the building, Teachers on Prep announce “The medical emergency has now been dealt with; please proceed to next class/continue with class.”
  
- Suspicious Person in the building/Terrorist Threat
  - Threatening Individual (TI) or student with a weapon (SWW) appears on site.
    - First faculty to notice threat must make two things happen: 1) alert someone to spread the “LOCKDOWN” (yell “LOCKDOWN”) and 2) confront/delay the threat
  - On announcement, all available teachers immediately direct students away from the source of danger. This may include an evacuation outside or the directing of students to a different area of the building.
  
- *if Teachers hear violent actions (ie gunshot), proceed with below:*
  - Each teacher immediately directs students out of sight from interior doors/windows. The teacher should also turn off the lights.
  - Teacher instructs all students to remain silent (including silencing all cell phones)
  - Teacher/students remain in that position until further notice either by front office or outside authority
  - Teacher keeps personal cell phone ready to receive calls from front office or outside authority
  
- *IF violent actions (ie gunshot), are heard inside:*
  - All available teachers immediately direct students away from the source of danger. This may include an evacuation outside or the directing of students to a different area of the building.



## SPECIAL SECTION – AIRBORNE EVENTS

### Chemical accident (offsite)

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. Should any such accidents endanger the students or staff, the following will be accomplished.

1. ED/Operations Manager announce to each classroom and outdoor areas (recruiting Teachers on Prep along the way, as convenient): "We are now in Shelter in Place. This is not a drill. Teachers and students should remain in their classrooms until the next notice."
2. ED shuts down all air handling units and bathroom fans.
3. Teachers close all doors and windows. If necessary, use tape, rags, clothing or any other available material to seal air leaks.
4. CONTINUE TO SHELTER-IN-PLACE UNTIL ADVISED TO DO OTHERWISE
5. Monitor and radio station for further instructions.
6. If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
7. If evacuation orders are received, proceed with school evacuation plan.
8. Evacuate students. Take the class roster.
9. A check should be performed to be sure all students have been evacuated.
10. A notice should be left on the office door stating where the school has relocated and notify the SCCOE.
11. Upon arrival at safe site, take roll and report attendance to Executive Director/designee immediately.
12. As soon as threat has passed, ED/Operations Manager and Teachers on Prep announce: "The incident is now under control"

Identification of high-risk locations within 1000 feet:

- There are three sites within 1000 feet that were identified on the RCRA-Large Quantity Generator database as potentially containing generating over 1000kg of hazardous waste monthly, or over 1kg of acutely hazardous waste monthly.
  - Coherent (1220 Midas Way). Approximately 500 feet north of the site
  - Alta Devices (545 Oakmead Parkway). Approximately 750 feet northeast of the site.
  - Thermo Fisher Scientific (1228 Titan Way). Approximately 350 feet west of the site.

Information on risks presented by these nearby facilities:

- Some nearby facilities have exterior chemical storage facilities (Coherent and Alta Devices)
- The dominant risk presented by the facilities is a catastrophic release of chemical gasses.
- Specific chemical storage information from the three facilities is available in the appendix.

Contact information for management/safety personnel at the facilities:

- Coherent (1220 Midas Way).
  - Main Office phone: 408.764.4000
  - Candace Soles, [Candace.Soles@coherent.com](mailto:Candace.Soles@coherent.com)
  - Eli Weiss, [Eli.Weiss@coherent.com](mailto:Eli.Weiss@coherent.com)
- Alta Devices (545 Oakmead Parkway).
  - Main office phone: 408.802.5873
  - Kiran Joshi, [kiranj@altadevices.com](mailto:kiranj@altadevices.com)
- Thermo Fisher Scientific (1228 Titan Way).
  - Main office phone: 408.737.0700
  - Shireen Abraham
- MiaSolé (435 Oakmead Parkway – facility; 2590 Walsh Ave, Santa Clara – headquarters)



- Main office phone: 408.919.5700
- Gary Winslow

Arrangements with nearby facilities for phone notification in the event of a hazardous materials incident:

- The companies were provided all relevant contact information on August 22-23, 2013, and arrangements were made with Eli Weiss at Coherent, Kiran Joshi at Alta Devices, and Shireen Abraham at Thermo Fisher Scientific for notification.
- Additionally, contact information was provided to Gary Winslow at MiaSolé on September 18, 2013 for notification.

See “External Airborne” section above for procedures for appropriate responses to chemical releases from nearby high risk facilities, including complete evacuation/shelter in place procedures. The plan shall be reviewed and updated annually

See site and floor plan showing building exits, evacuation routes, interior area of refuge (shelter in place), fire extinguishers and air handler shutoffs.

## OTHER EMERGENCY EVENTS AND PROCEDURES

### Chemical accident (onsite)/threat of explosion

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Should any such accidents endanger the students or staff, take the following actions:

1. Determine if evacuation is required.
2. Notify appropriate local authorities of incident (call 911).
3. If necessary, proceed with school evacuation procedure using primary or alternate routes, avoiding exposure to the chemical fumes.
4. Evacuate students from the building using primary and/or alternate fire routes. Take class roster and emergency bags. Check to be sure all students have left the school building.
5. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
6. Upon arrival at evacuation site, take roll and report attendance to Executive Director/designee immediately. Notify emergency response personnel of any missing students.
7. Do not return to the building until emergency response personnel have determined it is safe.

### Criminal act

This incident could occur if a crime has been committed on the campus.

1. If there is a victim of the crime, care for the victim. Provide any medical attention that is needed.
2. Notify police (dial 911).
3. Identify all parties involved (if possible). Identify witnesses, if any.
4. Deny access to crime scene until police arrive.
5. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.



## Explosion

If an explosion occurs in the school building, the following shall be accomplished.

1. If there is an explosion, instruct students to DUCK and COVER.
2. Notify police and fire departments (call 911).
3. Immediately after the passage of the blast wave, proceed with school evacuation procedure using primary or alternate routes (p. 14).
4. Take class roster and emergency bags.
5. Check to be sure all students have left the school site.
6. Students are not to be left unattended at any time during evacuation process.
7. Upon arrival at evacuation site, take roll and report attendance to Executive Director/designee immediately.
8. Notify emergency response personnel of any missing students.
9. Care for the injured, if any.
10. Do not return to the building until the emergency response personnel determine it is safe.

## Fire (onsite)

This incident could occur if the school building is on fire; should any such event endanger the students or staff, the following will be accomplished.

WARNING: The school fire alarm sounds.

1. Notify the fire Department (call 911).
2. Proceed to evacuate the school using the primary or alternate fire routes. ED notifies any students in the outside areas.
3. An inspection will be performed to be sure all students and personnel have left the building.
4. Evacuate students from the building using primary or alternate fire routes. Maintain control of the students a safe distance from the fire and fire fighting equipment.
5. Take roll. Report any missing students to the Executive Director/designee and emergency response personnel.
6. Do not return to the building until the Fire Department determines it is safe.

## Threatening individuals

This incident could occur if a belligerent person or armed person appeared at the school site. Should such an individual threaten the safety of students or staff, the following shall be accomplished.

1. If any students are outside, get them inside the school building (Staff). If unable to do so, have students lie down and cover their heads.
2. Once students are in the school building, lock the doors and secure the facility.
3. Notify police (dial 911).
4. Close all curtains and blinds.
5. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
6. Cancel all outside activities.
7. Remain with students until all clear is given.
8. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.



## Earthquake

### During an earthquake

If indoors:

- Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to "DUCK-COVER-HOLD".
- In halls, stairways, or other areas where cover is not available, move to an interior wall.
- In library, immediately move away from windows and bookshelves. Take appropriate cover.
- In laboratories, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals, which may spill.
- In the multi-use room, take cover under the tables or move close to the interior walls away from windows.

If outdoors:

- Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers, which may demand movement.

NOTE:

- Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use a whistle and phone to call for help.
- Teachers should be organized in a "Buddy System". If one teacher is injured, the buddy teacher (the teacher next door) should evacuate both classes according to the earthquake evacuation procedure.

### After the earthquake

1. Evacuate students from the building. Take class roster and emergency bags. If safe to do so, check to be sure all students have left the school building.
2. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
3. Upon arrival at prearranged safe site, take roll and report attendance to Executive Director/designee immediately.
4. Notify police and fire (dial 911) if you have trapped or missing individuals.
5. Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify director/designee of actions.
6. Notify utility companies of any break or suspected break in utility lines.
7. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the director/designee.
8. Students should be released only to authorized adults during normal school hours. Fill out student release forms for each student allowed to leave during normal school hours.

### Post-earthquake

#### Evacuation of a school building

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building, which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.



- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it will be dark. Before evacuating students, do the following:
  - Assess the situation. Coordinate with your Buddy teacher.
  - Determine if the primary or alternate building evacuation routes are clear. If not, coordinate with other staff to have them cleared of dangers.
  - Determine if the assembly site is safe. If not, select an alternative assembly site.
  - If wires are down, they should be avoided.
  - Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
- Don't forget to consider students with disabilities as you determine your evacuation routes. [list of students and staff with any disabilities and how they can be accommodated during evacuations]

**After you have determined it is safe to do so**, proceed with the evacuation of the school building.

## ROLES AND RESPONSIBILITIES – EARTHQUAKE, FIRE, AND EVACUATION

<b>Teachers</b>
<ul style="list-style-type: none"> <li>● Evacuate classroom along the pre-determined or safest route to "safe" area           <ul style="list-style-type: none"> <li>○ Teachers on prep: help with initial sweep of building.</li> </ul> </li> <li>● Record the attendance of Community group</li> <li>● Communicate attendance and first aid issues with ED and Office Manager</li> </ul>
<b>Admin</b>
<ul style="list-style-type: none"> <li>● All Admin:           <ul style="list-style-type: none"> <li>○ Initial sweep corridors, auditorium, bathrooms, and outdoor areas for students</li> </ul> </li> <li>● Operations Manager:           <ul style="list-style-type: none"> <li>○ Bring emergency contact info to Emergency Operations Center</li> <li>○ Take first-aid kit to "safe" area and provide first aid services</li> <li>○ Coordinate initial head count with attendance</li> <li>○ Ensure that all power, fuel, and water mains have been shut off</li> <li>○ Manage the dismissal of students (keep records) in the event we cannot return to building</li> </ul> </li> <li>● ED: Head Emergency Operations Center (located in north side parking lot)           <ul style="list-style-type: none"> <li>○ Call and communication with emergency agencies (fire and police departments)</li> <li>○ Determines when it is safe to re-enter school (ends drills)</li> <li>○ Lead and provide First Aid</li> <li>○ Coordinate faculty Search and rescue teams</li> </ul> </li> </ul>
<b>Search and Rescue Team</b> <i>(Team determined by volunteers)</i>
<ul style="list-style-type: none"> <li>● After Community group has been secured check-in with ED</li> <li>● Checklist for ED           <ul style="list-style-type: none"> <li>○ Get head count from Office Manager</li> <li>○ If students or personnel are missing, ENTIRE faculty meets to inform about last known location of missing students or personnel</li> <li>○ ED and Rescue Team makes plan/executes</li> </ul> </li> </ul>



## EMERGENCY RESPONSE TEAMS

The most important part of the school emergency plan is to account for all students, their safety and well being, and release them as soon as possible to their parent or designated guardian. Documentation is a key element for all team activity. These teams should be set up at the beginning of the school year to ensure the readiness of the school site to respond to a major earthquake. **REMEMBER: BE PREPARED TO BE ISOLATED FOR 72 HOURS.**

1. Emergency Operations Center Team. The Executive Director or designee should head this team. The Emergency Operations Center Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the District Office. All activities from the other teams should be reported to the Emergency Operations Center. A person on this team should be designated as responsible for communication.

2. Search and Rescue Team. One or more groups of staff and/or parent volunteers (a team of adults) designated to "sweep" through the school building quickly. They are to rescue trapped or injured students and staff. One member of each group should have some first aid training. These team members should also be trained in fire suppression. This team's efforts should be coordinated with the First Aid Team. All activities should be reported back to the Emergency Operation Center.

3. First Aid Team. This team of staff, students and/or parent volunteers should be trained in First Aid and CPR. They are to establish the First Aid treatment area. They are responsible for categorizing the casualties and the injured. This team is also to supply care for the injured. This team's efforts should be coordinated with the Search and Rescue Team. All activities should be reported back to the Emergency Operation Center.

4. Security/Damage Assessment Team. This team of staff and/or parent volunteers (a team of adults) shuts off utilities, assists in fire fighting efforts, secures the campus and puts up signs to direct parents to student release areas. All activities should be reported back to the Emergency Operation Center. After the immediate danger has passed, they will do a preliminary assessment of the buildings and report the nature and extent of damages to the Emergency Operation Center.

5. Student Release Team. This team of staff is crucial to the timely and accurate release of students to their parents. This team coordinates with teachers to have orderly release of the students. Often the school secretary will head up this team. A report should be given to the Emergency Operation Center.

6. Support Team. This team of staff, students or parent volunteers is not an immediate response team. They will provide the support essential to the welfare and positive morale of the student population. Their main purpose is to secure, prepare and serve food to students and staff. They are also responsible for the maintenance of the food and water supplies. The sanitation needs of the school population are also their responsibility. All activities provided should be reported back to the Emergency Operation Center.

### Emergency operations center team

#### Responsibilities

Duties: the Executive Director or designee should head this team. The Emergency Operations Center (EOC) Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the District Office. All activities from the other teams should be reported to the EOC. This team is responsible for personnel issues. This team should document any costs incurred during this emergency.

Who could do this job? Minimally a team of 4 staff or parent volunteers should be developed to serve as the EOC Team. The Executive Director or designee should head the team. One person on the team should be responsible for communications. One person on the team should be responsible for accounting for students and staff.

1. Team Leader: The Executive Director or designee. This person is responsible for all activities on the school site. This person should determine the schedule for their emergency teams. Avoid overworking





personnel, it is generally recommended that people should not be working longer than a 12-hour shift plus shift transition periods.

2. Assistant to Team Leader (Shadow): This person serves as the liaison for the team leader and the other team members. If the team leader is in the field, this person provides communication between the EOC and the team leader.

3. Communications Team Member: This person is responsible for communications between the emergency response teams. They are also responsible for communication to the outside world, such as the district office, emergency response personnel, the Red Cross, parents, etc. The communications person should prioritize communication in the following manner: 1) life threatening, 2) property threatening, 3) non-emergency. If you have a larger school, more than one person may need to do this job.

4. Enumeration's Team Member: This person is responsible for accounting for all students and staff. They should have the roll call from the teachers in order to determine if any students are missing. Lists from Search and Rescue Teams and the First Aid team should also be given to this person. The Student Release Team should reports should also be given to this person. They should be able to determine if all staff and students are accounted for, the status of their health and whether or not they have been released to go home.

Before the Earthquake: Determine how communications, rosters and costs will be documented. In order to be reimbursed for costs from FEMA, Standardized Emergency Management System (SEMS) Training may be required. Contact your superintendent.

## Search and rescue team

### Responsibilities

Duties: This team will need to sweep quickly through the school buildings to identify location of trapped or injured students and staff. They will rescue the trapped and the injured and assist the First Aid Team in treating the injured. In addition, they should help suppress fires.

Who could do this job? Teams of 5 staff or parent volunteers should be developed as needed for the size of the school. This team should only consist of adults. Students should not be assisting in search and rescue efforts. Custodians may not be a good choice for this team as they will be needed to assist with other urgent tasks such as shutting off utilities.

Before the Earthquake:

- ❑ 1. Each team member should be assigned to be primarily responsible for either search or rescue. This is to prevent team members being torn between stopping to rescue people and continuing the search for other injured. Each team should designate who will serve as the leader and back-up to the leader.
- ❑ 2. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
- ❑ 3. Obtain/Develop a resource list of the neighborhood people trained in search and rescue and who would be willing to report to the school site after a major earthquake. Keep this list current.
- ❑ 4. Annually check the search and rescue supplies on site.
- ❑ 5. Team members should be trained in search and rescue techniques, first aid and fire suppression.
- ❑ 6. Team members should also cross-train with the Security/Damage Assessment team so these teams can serve as back-up to one another.
- ❑ 7. Establish a pattern for searching the school site.
- ❑ 8. Check fire extinguishers annually.



Immediately after the earthquake:

- ❑1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
- ❑2. Report to earthquake supply shed for search and rescue equipment.
- ❑3. Sweep through the school buildings following a pre-established pattern to quickly identify who is trapped or injured.
- ❑4. Note tags on classroom doors. Green=OK, Red=trapped or injured people.
- ❑5. Check every room in the school visually, vocally and physically as part of the initial sweep of the building. Make notes on the tags if additional trapped or injured are found.
- ❑6. Rescue trapped or injured individuals. The injured should be transported to the first aid area.
- ❑7. While searching buildings, look for obvious structural problems and/or significant structural damage. Avoid unsafe areas.
- ❑8. Report to the Emergency Operations Center about the number and status of trapped victims. Request additional help as needed.

### First aid team

#### Responsibilities

Duties: This team should establish the first aid treatment areas, triage, and provide first aid to people arriving at these areas. This team will need to coordinate with the Search and Rescue Team. Who could do this job? Teams of staff, students or parent volunteers should be developed as needed for the size of the school. These individuals should be trained in First Aid and CPR.

Before the Earthquake:

- ❑1. Assume that emergency medical personnel will be unable to respond to the school for the first 72 hours or longer after a major earthquake.
- ❑2. Team members should be certified in First Aid and CPR and should keep this certification current.
- ❑3. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
- ❑4. Obtain/develop a resource list of medically-trained volunteers in the neighborhood who are willing to report to the school after a major earthquake. Keep this list current.
- ❑5. Annually check to be sure that the first aid supplies are complete and up-to-date. Date all medical items so that age may quickly be determined.

Immediately after the earthquake:

- ❑1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
- ❑2. Report immediately to the Emergency First Aid station area.
- ❑3. Triage injured brought to the first aid station.
- ❑4. Administer first aid to the injured.
- ❑5. Coordinate with the Search and Rescue Team. Provide first aid to trapped or injured as they are rescued. If necessary be prepared to assist Search and Rescue Team provide first aid to injured while they are trapped.
- ❑6. Keep emergency card with each injured person.
- ❑7. Record all cases on a central log in triage. If possible, assign an extra person to serve as record keeper. All injured released from the first aid station should also be recorded in the central log, including to whom they were released and their destination. If the injured was transported by emergency response personnel, note the destination of the transport.
- ❑8. A team member should routinely check the student population in the evacuated area to see if anyone needs attention. If so, bring them back to the first aid station.
- ❑9. Notify the Emergency Operations Center of number of injured and status of first aid treatment.



## Security / damage assessment team

### Responsibilities

Duties: Team members should be responsible for checking utilities and performing initial assessment of damage to buildings. This team should help suppress fires and coordinate with Search and Rescue Team. In addition, they should secure the campus to minimize unauthorized access or exit and direct parents to student release area.

Who could do this job? A team of staff or parent volunteers should be developed as needed for the size of the school. Custodians would be a good choice for this team. Team members should have access to master keys and should be trained as backup to the Search and Rescue Team.

Before the Earthquake:

- ❑1. Team members should be trained to know when, how and where to shut off utilities, gas, electricity and water, as required.
- ❑2. Check supplies to be sure the necessary tools to shut off utilities are there.
- ❑3. Obtain the name and phone number of a structural engineer who is willing to report to your school site after the disaster.
- ❑4. Check utility map of the school site for accuracy and completeness.
- ❑5. Obtain training in emergency damage assessment.
- ❑6. Go through the Hazard Assessment of the school site. Remove or correct any of the problems identified by the hazard assessment if possible.
- ❑7. Team members should cross train with Search and Rescue Teams so that these teams can serve as back-up to one another.
- ❑8. Check fire extinguishers annually.

Immediately after the earthquake:

- ❑1. Report to the earthquake supply shed for necessary supplies.
- ❑2. A methodical sweep of the campus should be performed. Rapidly inspect all areas for the odor of leaking gas, electrical shorts or leaking water. If necessary, turn off the gas main, electricity and/or water main. Do not enter damaged structures.
- ❑3. Assist Search and Rescue Team as needed in fire suppression or other activity.
- ❑4. Check the perimeter of the school site for damage such as downed wires.
- ❑5. Post a team member at the school main entrance to direct emergency vehicles, traffic and parents. Only emergency vehicles should be allowed on school grounds. All others must walk onsite. This point should be stressed to parents in the annual emergency procedure letter to them.
- ❑6. Activities of the team should be reported to the Emergency Operations Center.

## Student release team

### Responsibilities

Duties: This team should document and assist the teachers in the release of students to parents and designated adults.

Who could do this job? A team of staff or parent volunteers supervised by the school secretary would be a likely choice for this team.

Before the Earthquake:

- ❑1. A letter should be sent home to parents at the beginning of each school year with the student emergency card, which explains the emergency plans of the school site. This letter should also explain what parents need to supply for their children and what procedures they should follow during a disaster.



- ❑2. All student information should be in triplicate. One copy should be in the individual student kit, one copy in the teacher's emergency backpack and one copy should be kept in the office.
- ❑3. Determine which site will be the emergency student release area. Develop the procedure to be used for releasing students.
- ❑4. During the annual earthquake drill, test the student release procedure.

Immediately after the earthquake:

- ❑1. Evacuate the office and bring emergency cards
- ❑2. Set up Student Release Area.
- ❑3. Have parents/designated adults sign-out students. The time and destination of the sign-out should be recorded.
- ❑4. Coordinate with the Emergency Operations Center so it is known which students are trapped or injured.
- ❑5. Report all activities to the Emergency Operations Center.

### Support team

#### Responsibilities

Duties: This team should facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution and sanitation set-up.

Who could do this job? A team of staff, student or parent volunteers sufficient for the school size.

Before the Earthquake:

- ❑1. Inventory all food, water, cooking and sanitation supplies. Check expiration dates, replace out-dated supplies.
- ❑2. At the beginning of the school year, all children should be asked to bring the zip lock bag containing their emergency kit supplies. In addition, each child should bring some canned or dry foodstuffs listed in supplies.
- ❑3. Determine the best location of food preparation, food service, and water distribution. In addition, determine a location for the sanitation tents or shelters away from the food preparation area.
- ❑4. Develop a food consumption plan for the school population, *i.e.* Students consume supplies in zip lock bag first. Remember the first hours after the earthquake will largely be spent rescuing the trapped and injured.

Immediately after the earthquake:

- ❑1. Report to the Emergency Operations Center. Coordinate with the Executive Director/designee.
- ❑2. Set up cooking area, water distribution area and sanitation areas. Do not allow waste from sanitation area to come within 200 feet of students or food/water supplies.
- ❑3. Set up sheltering tents as necessary to protect the students from the elements.



At Summit Public School: Tahoma, the Executive Director and teachers are supported by the Office or Operations Manager in completing attendance reporting. The following sample training outlines procedures for attendance reporting. Under the management of Summit Public Schools, every Summit school has received a clean audit in every year of its operation.



**summit**  
public schools



Initial Start of School Procedures /  
Checklists -

Daily Attendance

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# Objectives



You will be able to:

- Take daily attendance
- Check that teachers are submitting daily attendance



# Hot Links



- [Illuminate Training Resource](#)
  - [Taking Attendance Video](#)
- [Illuminate](#)
- [The Internal Audit Tool](#)
- [Weekly Attendance Form Video Link](#)



# Why is this Important?



- Daily attendance is the foundation of SPS Funding
- Daily attendance also tracks whether students are going to school
- Proper daily attendance tracking is critical to ensuring the financial and academic health of SPS students

# Internal Audit



<b>Tool</b>	<b>Finance Verification Frequency</b>	<b>Method of Verification</b>
<a href="#">Internal Audit Tool</a>	Weekly	Finance Team will Pull Signed Weekly Reports

# Daily/Weekly Attendance Overview



<b>Daily Attendance</b>	<b>Responsible Party</b>	<b>Due Date</b>
Take attendance each class period	Teachers	Every Period
Check that all teachers took and submitted attendance each period	Office Managers	Daily
For attendance not submitted, review Attendance and Phone logs for tardies and absences and reach out to teachers for confirmation	Office Manager	Daily/Weekly
Revise and finalize attendance submissions (from teachers) to account for tardies/absences	Office Managers	Daily/Weekly
Ask teachers to sign off on all attendance records (for each day, class and section) (making sure they press save)	OM / Teachers	Weekly

# Checking Teachers Took Attendance



- Teachers should take attendance within the first 5 minutes of each class period
  - [Go into Illuminate, click on Attendance, and then Classroom Roster](#)
- OMs should review attendance in Illuminate daily to check that all teachers have taken and submitted attendance
  - [To see which teachers have not taken attendance, go to \*Missing Attendance Reports\* under \*Attendance\* tab. Select appropriate date range. Select all periods.](#)
  - Often times teachers forget to hit *Saved* and, thus, attendance is not submitted. OMs can submit on behalf of teachers by going to [Attendance Class Roster](#) then select the [appropriate class roster, scrolling down to the bottom, and hitting \*Saved\*](#). Once saved, this class will clear from the Missing Attendance Report in Illuminate and show that attendance has been taken for that day. This must be done daily (ideally by teachers).
    - \*\*If you need to go back into past years for any reason, go into control panel on top right and change year.

# Creating Weekly Attendance Reports



- **At the end of each week, print off each teacher's weekly attendance summary and have each teacher sign it.**
  1. [Select "Attendance" and "Monthly/Weekly Verification Forms"](#)
  2. [Confirm Range is "Weekly"](#)
    - a. [Includes Weekly/Monthly Verification Form](#)
    - b. [Include Single Period Form](#)
  3. [Selection Filter: Teachers](#)
  4. [Select All Teachers](#)
  5. [Select All Sections, Select Appropriate Week](#)
  6. [Press Submit, Pop up PDF and have teachers sign.](#)

[Video Link](#)

# Attendance Record Upkeep: The Binder



- Each week's attendance report should be collected in an organized binder
- Any changes needed for attendance need to be changed in **both**:
  - Illuminate
  - Binder
    - Physical evidence (i.e. Doctors Note)
    - Mark change in that week's attendance report
      - Date
      - Initials of SPS recipient (i.e. OM)
- **PLEASE NOTE:** If an attendance change impacts a previous 20 Day report, a new 20 Day report needs to be created and submitted
  - Please notify your Finance Team representative if this happens

# Revising Tardies/Absences



- Often, Teachers would be unable to update tardies and absences
- OMs revise submitted attendance records to account for all tardies and absences
  - If student comes in tardy, student must sign in the [Attendance log](#) at the front desk
  - If student is absent and parent calls in, OMs need to document conversation in [Attendance Phone log](#)
  - If a student is [checked-in](#) or [checked-out](#) use these logs.
- At the end of the day/week, OMs review that all absences and tardies are properly accounted for (i.e. change an absent submitted from a teacher to a tardy).
  - [OMs can make changes in Illuminate by going to Attendance by Student from the drop down menu.](#)
- **At the end of each week, print off each teacher's weekly attendance summary and have each teacher sign it.**
  - Print weekly attendance on Mondays for Tuesday teacher meetings



# Independent Studies



- Students can fill out independent study packet if they are gone on college trips etc. (so we still get ADA for them)
  - They have to fill it out prior to leaving with teacher initials and description of work they will do when they are gone.
  - Upon returning they turn in the packet with copies of work and we change Illuminate to "Independent Study (S)".
  - Packet is [here](#)