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For more information or questions about the content of this material or to obtain alternative versions, you may contact Thomas Pacheco at tpacheco@cde.ca.gov or 916-322-1755.

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Appendix A: Teacher Approval Sign-off

START-UP SCHOOL: Total number of full time teachers estimated to be employed at school during the first year of operation: 10 (9 classroom teachers plus possibly one special ed teacher)

We have reviewed and agree to the contents of the attached charter proposal dated July 15, 2015 and will work toward its implementation. Our signatures indicate that we are teachers meaningfully interested in teaching at the charter school. We formally petition the authorizing board to whom we are applying or appealing to approve the charter school described in this petition.

We recognize Chris Lyons and Jason Morrison as Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter petition necessary to secure approval by the Ross Valley School District, Marin County, or the California Board of Education.

Teacher's Name	Teacher's signature and date	Address and Phone #	Credential #, type, expiration
Tim [REDACTED]	[REDACTED]		
Rebecca [REDACTED]			
Emily [REDACTED]			
Erika [REDACTED]			
Chris [REDACTED]			
Nina [REDACTED]			

Appendix B: Parent Support Signatures

Since the middle of May 2015, the Ross Valley Charter Development Committee has collected signatures of parents who agreed to the following statement, presented both in English and in Spanish:

The parent(s) listed below certify that they are meaningfully interested in enrolling their student(s) at the Ross Valley Charter School. As such, they believe that the charter merits consideration and hereby request the governing board of the Ross Valley School District to grant approval of the charter pursuant to Education Code 47600 et seq. They further authorize the Ross Valley Charter School founders to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature in addition to the legally required signatures of teachers who are meaningfully interested in teaching at the school.

We had two mechanisms of collecting signatures. First, we had an on-line form that could be filled out on-line and capture signatures using screen touch technology. This form can be found at <https://fs22.formsite.com/RVCS/form2/index.html>. We captured this data and have printed it out on a form for this appendix. Second, we had parents sign pieces of paper, either a form with many signatures, with the statement on top of the form, or single forms.

There were well over 260 students reflected on these forms. We used logic to find duplicates by matching based on name, phone and other personal information provided, and in the case of MAP families we compared to our family rosters to ensure that we did not double count students when either both parents signed a form or when parents submitted forms more than once. Some parents who signed have children who are or will be too old to attend. We believe there are 89 current MAP students including students who will be first graders through fourth graders in 2015-16 who will be eligible to apply for RVC in the 2016-17 school year once authorized. Of those, 84 have signed already in the two months we have been collecting these forms.

By eliminating duplicates and children too young or too old, believe we have a total of 222 students, who will be K-5 in 2016-17, whose parents have signed. 17% of these come from the Fairfax San Anselmo Children's Center (FSACC), a local private non-profit Title 5 childcare program, diverse preschool, and aftercare center for low income children. Many families there do not speak English at home.

The following table indicates total number of students by grade, the students by grade and per cent of all total students for the Children's Center students.

APPENDIX B

Meaningfully Interested In Enrolling Parent Signatures			
		Children's Center	
Grade Level	All Students	FSACC Students	FSACC %
K	40	6	15%
1st	47	8	17%
2nd	38	6	16%
3rd	37	9	24%
4th	26	2	8%
5th	34	7	20%
TOTALS:	222	38	17%

We collected these signatures without any marketing or outreach other than word of mouth. We are confident that the interest in our school will be high and that this modest effort is strong evidence of our ability to enroll at these and slightly higher levels as is assumed in our budget.

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Reference #	Your Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	What grade will your student be entering in 2016/17 school year? ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?			Today's Date <i>Fecha</i>
					Student #1 <i>No. 1:</i>	Student #2 <i>No. 2:</i>	Student #3 <i>No. 3:</i>	
8093317				Manor	K	K		07-06-2015
8093310				Wade Thomas	1st			07-06-2015
8092068				Manor Elementary	3rd			07-06-2015
8092045				Manor	K			07-06-2015
8092007				Manor School	Pre-K			07-06-2015
8091777				Wade Thomas	1st			07-06-2015

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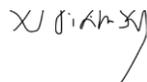
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8091415				Manor	1st	Pre-K		07-06-2015
8089594				Wade Thomas	1st			07-06-2015
8087458				Fairfax	1st	3rd	5th	07-05-2015
8051474				Manor	5th			06-26-2015
8006195				Ross Valley School District	5th			06-19-2015
7998325				Manor	3rd			06-18-2015

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7980095				Manor	4th			06-15-2015
7963899	██████████		██████████	Manor	2nd			06-12-2015
7961732	██████████		██████████	Manor	4th			06-11-2015
7957996	██████████		██████████	Manor	4th			06-10-2015
7957459	██████████		██████████	Manor	5th			06-10-2015
7957316	██████████		██████████	Manor School	4th			06-10-2015

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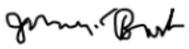
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Reference #	Your Name Nombre	Signature Firma	Phone Teléfono	Name of neighborhood district school Nombre de la escuela dentro del distrito	Student #1 No. 1:	Student #2 No. 2:	Student #3 No. 3:	Today's Date Fecha
7951067				Manor	3rd			06-08-2015
7948864				Brookside	3rd	1st		06-08-2015
7948481				Manor	4th	1st		06-08-2015
7948051				Hidden Valley Elementary	4th			06-08-2015
7947894				Manor	3rd			06-08-2015
7947445				Brookside	1st			06-08-2015

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					Student #1 <i>No. 1:</i>	Student #2 <i>No. 2:</i>	Student #3 <i>No. 3:</i>	
7947423				Manor	2nd	K		06-08-2015
7945685	██████████		██████████	del Sol Manhattan Beach CA	3rd	3rd		06-07-2015
7943473	██████████		██████████	Fairfax, CA	1st			06-06-2015
7939229	██████████		██████████	Brookside	1st	Pre-K		06-05-2015
7936014	██████████			Manor	2nd			06-04-2015
7935399	██████████			Manor	1st			06-04-2015

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7932770				Manor	5th	3rd		06-04-2015
7930460	██████		██████					
	██████		██████	████████████████████ Manor Elementary School	4th	2nd		06-02-2015
7925358	████████████████████	JT	██████	Manor	3rd			06-02-2015
7925218	██████		██████	Ross Valley School District - Fairfax	3rd			06-02-2015
7924483	██████			manor	3rd	K		06-02-2015

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7924287				manor	3rd	K		06-02-2015
7922544	██████████			Manor School	3rd			06-02-2015
7922213	██████████		██████████	Brookside	4th	2nd		06-02-2015
7921037	██████████		██████████	Rvsd	4th			06-02-2015
7920967	██████████		██████████	Manor	4th			06-01-2015
7917980	██████████		██████████	Manor Elementary	5th			06-01-2015

██████████

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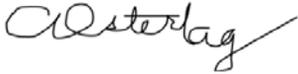
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7917703				Brookside	3rd			06-01-2015
7917573	██████████			Manor School	3rd	3rd		06-01-2015
7917058	██████████		4	Manor district	K			06-01-2015
7916445	██████████		██████████	Manor Elementary	1st	3rd		06-01-2015
7915887	██████████			Brookside	3rd			06-01-2015
7914469	██████████			Manor	5th			06-01-2015

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7914466				Manor	5th			06-01-2015
7914344	██████████			manor	4th			05-31-2015
7912026	██████████		██████████	Sun Valley	1st			05-30-2015
7910591	██████████			Hidden Valley	K	Pre-K		05-30-2015
7906471	██████████			Manor	5th	5th		05-29-2015
7906396	██████████		██████████	Manor Elementary School	5th	3rd		05-29-2015

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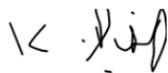
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					Student #1 <i>No. 1:</i>	Student #2 <i>No. 2:</i>	Student #3 <i>No. 3:</i>	
7905687				Manor	3rd	5th		05-28-2015
7905678	██████████			brookside	5th			05-28-2015
7903266	██████████			Ross Valley	Pre-K			05-28-2015
7901614	██████████			Wade Thomas	2nd	1st		05-27-2015
7901019	██████████		6	Hidden Valley	2nd			05-27-2015
7900814	██████████		██████████	Ross Valley	K			05-27-2015

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					Student #1 <i>No. 1:</i>	Student #2 <i>No. 2:</i>	Student #3 <i>No. 3:</i>	
7900353			4	Ross Valley School District - Wade Thomas	K			05-27-2015
7899575				Fairfax	K			05-27-2015
7898659				manor hill	Pre-K			05-27-2015
7898542				San Rafael	3rd	K		05-26-2015
7898488				brookside	Pre-K			05-26-2015
7898450				Brookside	K			05-26-2015

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7898381				Manor	1st			05-26-2015
7898251	██████████			Ross Valley	2nd			05-26-2015
7898016	██████			MANOR	5th			05-26-2015
7897784	██████████			FAIRFAX - MANOR	2nd	4th		05-26-2015
7897496	██████████			Manor Elementary	5th			05-26-2015
7894492	██████		██████	Wade Thomas	K			05-26-2015

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					Student #1 <i>No. 1:</i>	Student #2 <i>No. 2:</i>	Student #3 <i>No. 3:</i>	
7893093			0	Manor	4th			05-25-2015
7890815	██████████		██████████	manor	3rd			05-23-2015
7890175	██████████			Manor	3rd			05-23-2015
7890141	██████████			Hidden Valley Elementary	3rd	5th		05-23-2015
7889418	██████████			Manor	2nd	K		05-22-2015
7886126	██████████			Manor	K			05-22-2015

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7886040					4th			05-22-2015
7885928				Hidden Valley	5th	1st		05-22-2015
7885909				Manor	2nd	K		05-22-2015
7885418				Manor	5th	2nd		05-21-2015
7884450					2nd			05-21-2015
7884289				Manor Elementary	1st			05-21-2015

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7876997				Manor	4th	4th		05-21-2015
7876904	██████████			san anselmo	3rd			05-21-2015
7876889	██████████			Hidden Valley	K			05-21-2015
7876656	██████████			Manor	5th	2nd		05-21-2015
7876646	██████████			Wade Thomas	K			05-21-2015
7876643	██████████			Manor	5th			05-21-2015

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7876518			4	Manor	2nd			05-21-2015
7876459				Fairfax, Brookside	4th	1st		05-21-2015
7876392			4 9	Manor Elementary	K			05-21-2015
7876391				Manor	4th			05-21-2015
7876313				Manor	K			05-21-2015
7876291				Wade Thomas	2nd	K	Pre-K	05-21-2015

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7876223				Wade Thomas	3rd	1st		05-21-2015
7876219	██████████		4	Wade Thomas Elementary	1st			05-21-2015
7876216	██████████	Kim P'Acay	4	Hidden Valley	4th			05-21-2015
7876200	██████████			Brookside however both children are in MA	3rd			05-21-2015
7875919	██████████			Manor School	5th			05-21-2015
7875912	██████████			Ross Valley	K			05-21-2015

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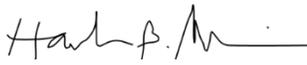
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7875889				Manor	K			05-21-2015
7875883				Manor Elementary	4th	K		05-21-2015
7875868			4	Manor	2nd	K		05-21-2015
7875788				Manor	1st	K		05-21-2015
7875759			4	Fairfax	1st			05-21-2015
7875637			3	Ross valley / manor	Pre-K			05-21-2015

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7875625				Ross Valley	K	K		05-21-2015
7875591	██████████		6	Manor, Ross Valley	K	K		05-21-2015
7875565	██████████		██████████	Manor Elementary	4th	K		05-21-2015
7875527	██████████			Manor	5th			05-21-2015
7875501	██████████			Manor	3rd			05-21-2015
7875495	██████████		4	Sun Valley	K	1st		05-21-2015

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7875492				Sun Valley Elementary, San Rafael	1st			05-21-2015
7875345	██████████		██████████	Manor	3rd			05-21-2015
7875300	██████████			Manor	4th	K		05-21-2015
7875289	██████████	N.Nikolaï		Manor	4th			05-21-2015
7875279	██████████		██████████	Manor	1st			05-21-2015
7875218	██████████			Manor	2nd			05-21-2015

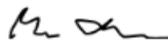
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					What grade will your student be entering in 2016/17 school year? ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?			
Reference #	Your Name Nombre	Signature Firma	Phone Teléfono	Name of neighborhood district school Nombre de la escuela dentro del distrito	Student #1 No. 1:	Student #2 No. 2:	Student #3 No. 3:	Today's Date Fecha
7875187				Wade Thomas	4th	2nd	Pre-K	05-21-2015
7875182	██████████			Manor	1st			05-21-2015
7875086	██████████			Brookside	1st	Pre-K		05-21-2015
7875066	██████████				2nd			05-21-2015
7875052	██████████		██████████	Ross Valley	5th			05-21-2015
7875024	██████████			Manor	2nd			05-21-2015

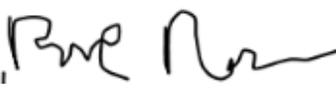
██████████

Ross Valley Charter School Appendices and Attachments

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL
Petición para establecer la Escuela Charter Ross Valley
www.rossvalleycharter.org

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Reference #	Your Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	What grade will your student be entering in 2016/17 school year? ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?			Today's Date <i>Fecha</i>
					Student #1 <i>No. 1:</i>	Student #2 <i>No. 2:</i>	Student #3 <i>No. 3:</i>	
7875016				Ross	1st			05-21-2015
7874955	██████████			Manor	4th			05-21-2015
7847526	██████████			Manor Elementary	5th			05-12-2015
8095764	██████████		██████████	Manor	K			07-07-2015
8094763	██████████		██████████	Hidden Valley	K			07-06-2015
8094119	██████████		██████████	Hidden valley	2nd			07-06-2015

██████████

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					What grade will your student be entering in 2016/17 school year? ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?			
Reference #	Your Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	Student #1 <i>No. 1:</i>	Student #2 <i>No. 2:</i>	Student #3 <i>No. 3:</i>	Today's Date <i>Fecha</i>
8104281				Manor	5th			07-08-2015

6/9

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL

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	Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	What grade will your student be entering in 2016/17 school year? <i>¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?</i>	(Optional) Email <i>Correo electrónico</i>	(Optional) ADDRESS <i>Dirección</i>
1.	[REDACTED]		[REDACTED]	MANOR	2016 ^(K) Kindergarten	[REDACTED]	[REDACTED]
2.	[REDACTED]		[REDACTED]	Monor	Kindergarten	[REDACTED]	[REDACTED]
3.	[REDACTED]		[REDACTED]	Manor	3 rd in MAP now.	[REDACTED]	[REDACTED]
4.	[REDACTED]		[REDACTED]	MANAR	4 th / K	[REDACTED]	[REDACTED]
5.	[REDACTED]		[REDACTED]	Hidden Valley	4 th / K	[REDACTED]	[REDACTED]
6.	[REDACTED]	HUEZO	[REDACTED]	Hidden Valley		[REDACTED]	[REDACTED]
7.	[REDACTED]		[REDACTED]	manor	5 th	[REDACTED]	[REDACTED]

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	Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	What grade will your student be entering in 2016/17 school year? <i>¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?</i>	(Optional) Email <i>Correo electrónico</i>	(Optional) ADDRESS <i>Dirección</i>
1.	[REDACTED]	<i>Blong</i>	[REDACTED]	Children Center	Pre-K	[REDACTED]	
2.	[REDACTED]	<i>D. Shurt</i>	[REDACTED]	Brookside	2nd.	[REDACTED]	
3.	[REDACTED]	<i>Genesen May</i>	[REDACTED]	Children's Center	Pre-K		
4.	[REDACTED]	<i>[Signature]</i>	[REDACTED]	1 ^{er} grade	Hidden Valley		
5.							
6.							
7.							

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	Name Nombre	Signature Firma	Phone Teléfono	Name of neighborhood district school Nombre de la escuela dentro del distrito	What grade will your student be entering in 2016/17 school year? ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?	(Optional) Email Correo electrónico	(Optional) ADDRESS Dirección
1.	[REDACTED]	[Signature]	[REDACTED]	Hidden Valley	3+5		
2.	[REDACTED]	Zita Bernavidez	[REDACTED]	white hill	10 8-6		
3.	[REDACTED]	VAA	[REDACTED]	San Rita	2		
4.	[REDACTED]	[Signature]	[REDACTED]	Manor Manor	1 & 7		
5.	[REDACTED]	[Signature]	[REDACTED]	Brookside	3		
6.	[REDACTED]	[Signature]	[REDACTED]	Brookside	1		
7.	[REDACTED]	[Signature]	[REDACTED]	hidden valley	2		

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	Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	What grade will your student be entering in 2016/17 school year? <i>¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?</i>	(Optional) Email <i>Correo electrónico</i>	(Optional) ADDRESS <i>Dirección</i>
1.	[REDACTED]	[Signature]	[REDACTED]	White Meadow	5th	[REDACTED]	[REDACTED]
2.	[REDACTED]	[Signature]	[REDACTED]	Manor	1st	[REDACTED]	[REDACTED]
3.	[REDACTED]	[Signature]	[REDACTED]	ROSS MANOR	1	[REDACTED]	[REDACTED]
4.	[REDACTED]	[Signature]	[REDACTED]	San Anselmo	Pre-K	[REDACTED]	[REDACTED]
5.	[REDACTED]	[Signature]	[REDACTED]	Manor	5th	[REDACTED]	[REDACTED]
6.	[REDACTED]	[Signature]	[REDACTED]	Hidden Valley	2 grade	[REDACTED]	[REDACTED]
7.	[REDACTED]	M. CANELA	[REDACTED]	MANOR	5th/K	[REDACTED]	[REDACTED]

Dante +
Daniela - (3yrs.)

APPENDIX B

APPENDIX PAGE 31

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL
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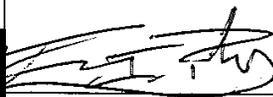
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	Name <i>Nombre y Apellido</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	What grade will your student be entering in 2016/17 school year? <i>¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?</i>	(Optional) Email <i>Correo electrónico</i>	(Optional) ADDRESS <i>Dirección</i>
1.	[REDACTED]	[Signature]	[REDACTED]	[REDACTED]	5	[REDACTED]	[REDACTED]
2.	[REDACTED]	[Signature]	[REDACTED]	[REDACTED]	2 nd & 5 th	[REDACTED]	[REDACTED]
3.	[REDACTED]	[Signature]	[REDACTED]	La Rita	3 & K	[REDACTED]	[REDACTED]
4.	[REDACTED]	[Signature]	[REDACTED]	Manor	PRE-K	[REDACTED]	[REDACTED]
5.	[REDACTED]	[Signature]	[REDACTED]	Aifa	5 2 grade	[REDACTED]	[REDACTED]
6.	[REDACTED]	[Signature]	[REDACTED]	nvalley	3	[REDACTED]	[REDACTED]
7.	[REDACTED]	[Signature]	[REDACTED]	nov	3 grade.	[REDACTED]	[REDACTED]

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	Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	What grade will your student be entering in 2016/17 school year? <i>¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?</i>	(Optional) Email <i>Correo electrónico</i>	(Optional) ADDRESS <i>Dirección</i>
1.	[REDACTED]		[REDACTED]	MANOR	1st	[REDACTED]	[REDACTED]
2.							
3.							
4.							
5.							
6.							
7.							

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FAMILY INFORMATION | INFORMACIÓN DE LA FAMILIA

Your Name Nombre		Phone Teléfono	
Name of neighborhood district school Nombre de la escuela dentro del distrito <u>Honor</u>			

STUDENT GRADE LEVEL INFORMATION | Información sobre la clase (grado) que corresponde al estudiante
What grade will your student be entering in 2016/17 school year? | ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?

Student #1 Estudiante No. 1 <u>6</u>	Student #2 Estudiante No. 2 _____	Student #3 Estudiante No. 3 _____
---	--------------------------------------	--------------------------------------

Signature of Parent/Legal Guardian | Firma Mary Mena Date | Fecha 02/05/15

Optional Contact Information which will not be shared in the petition | Cómo le ubicamos (optativo)
Ross Valley Charter School will only use this information to keep you informed of our progress. We will not share this or use it for any other purposes. | La escuela charter Ross Valley solamente usará esta información para mantenerle informado sobre la marcha de la petición. No se proporcionará a terceros ni se usará con ningún otro propósito.

Email Correo electrónico _____
Home Address: _____
Street Domicilio _____
City Ciudad _____
State Estado _____
Zip Código Posta _____

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FAMILY INFORMATION | INFORMACIÓN DE LA FAMILIA

Your Name Nombre	[Redacted]	Phone Teléfono	[Redacted]
Name of neighborhood district school Nombre de la escuela dentro del distrito		Hidden Valley	

STUDENT GRADE LEVEL INFORMATION | Información sobre la clase (grado) que corresponde al estudiante
What grade will your student be entering in 2016/17 school year? | ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?

Student #1 3 Student #2 _____ Student #3 _____
Estudiante No. 1 3 Estudiante No. 2 _____ Estudiante No. 3 _____

Signature of Parent/Legal Guardian | Firma [Signature] Date | Fecha 06/05/15

Optional Contact Information which will not be shared in the petition | Cómo le ubicamos (optativo)
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Email Correo electrónico	_____		
Home Address:	Street Domicilio	City Ciudad	State Estado Zip Código Posta
	_____	_____	_____

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FAMILY INFORMATION | INFORMACIÓN DE LA FAMILIA

Your Name | Nombre

Phone | Teléfono

Name of neighborhood district school
Nombre de la escuela dentro del distrito

Hidden Valley

STUDENT GRADE LEVEL INFORMATION | Información sobre la clase (grado) que corresponde al estudiante

What grade will your student be entering in 2016/17 school year? | ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?

Student #1

Estudiante No. 1 1

Student #2

Estudiante No. 2 1

Student #3

Estudiante No. 3 _____

Signature of Parent/Legal Guardian | Firma

Ashley M. Baker

Date | Fecha

Optional Contact Information which will not be shared in the petition | Cómo le ubicamos (optativo)

Ross Valley Charter School will only use this information to keep you informed of our progress. We will not share this or use it for any other purposes. | La escuela chárter Ross Valley solamente usará esta información para mantenerle informado sobre la marcha de la petición. No se proporcionará a terceros ni se usará con ningún otro propósito.

Email | Correo electrónico _____

Home Address:

Street | Domicilio _____

City | Ciudad _____

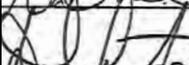
State | Estado _____

Zip | Código Posta _____

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1.	[REDACTED]		[REDACTED]	WADE THOMAS	1ST GRADE	[REDACTED]	[REDACTED]
2.	[REDACTED]		[REDACTED]	Brooks	2nd/5th	[REDACTED]	[REDACTED]
3.	[REDACTED]		[REDACTED]	WADE THOMAS	4th	[REDACTED]	[REDACTED]
4.	[REDACTED]		[REDACTED]	Stephanie Holloway	2nd	[REDACTED]	[REDACTED]
5.	[REDACTED]		[REDACTED]	Kiana	1st	[REDACTED]	[REDACTED]
6.	[REDACTED]		[REDACTED]	SAN RAFAEL	1st	[REDACTED]	[REDACTED]
7.	[REDACTED]		[REDACTED]	Menor	K,	[REDACTED]	[REDACTED]

Bertacelli

A. LORI

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL
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1.	[REDACTED]		[REDACTED]	MANOR	1/3	[REDACTED]	[REDACTED]
2.	[REDACTED]		[REDACTED]	Manor	3	[REDACTED]	[REDACTED]
3.	[REDACTED]		[REDACTED]	Brookside	2 1/3	[REDACTED]	[REDACTED]
4.	[REDACTED]		[REDACTED]	Brookside	Pre-K	[REDACTED]	[REDACTED]
5.	[REDACTED]		[REDACTED]	Manor	4	[REDACTED]	[REDACTED]
6.	[REDACTED]		[REDACTED]	Brookside	2/1	[REDACTED]	[REDACTED]
7.	[REDACTED]		[REDACTED]	Manor	2/1	[REDACTED]	[REDACTED]

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[REDACTED]	[REDACTED]	[REDACTED]	Brookside	1st	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	Wade Thomas	1st	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	Mill Valley	5th	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	Manor (St. Rita)	K	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	Manor (St. Rita)	Kinder + 3rd	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	Wade Thomas Manor	Kinder	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	Manor	1st	[REDACTED]	[REDACTED]

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1.	[REDACTED]	[Signature]	[REDACTED]	Cañon Village	K/2	[REDACTED]	[REDACTED]
2.	[REDACTED]	[Signature]	[REDACTED]	Corte Madera	4th	[REDACTED]	[REDACTED]
3.	[REDACTED]	[Signature]	[REDACTED]	San Rafael	K	[REDACTED]	[REDACTED]
4.	[REDACTED]	[Signature]	[REDACTED]	San Rafael	2nd	[REDACTED]	[REDACTED]
5.	[REDACTED]	[Signature]	[REDACTED]	Mill Valley	K	[REDACTED]	[REDACTED]
6.	[REDACTED]	[Signature]	[REDACTED]	Fairfax	K	[REDACTED]	[REDACTED]
7.	[REDACTED]	[Signature]	[REDACTED]	Fairfax	K	[REDACTED]	[REDACTED]

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1.	[REDACTED]	[Signature]	[REDACTED]	San Rafael	1 st grade	[REDACTED]	[REDACTED]
2.	[REDACTED]	[Signature]	[REDACTED]	San Anselmo	2 nd grade	[REDACTED]	[REDACTED]
3.	[REDACTED]	[Signature]	[REDACTED]	Linkspur - cm	2 nd grade	[REDACTED]	[REDACTED]
4.	[REDACTED]	[Signature]	[REDACTED]	SAN RAFAEL	kindergarten	[REDACTED]	[REDACTED]
5.	[REDACTED]	[Signature]	[REDACTED]	San Anselmo	1 st grade	[REDACTED]	[REDACTED]
6.	[REDACTED]	AVENUE CAMPALY	[REDACTED]	SAN RAFAEL CA	1	[REDACTED]	[REDACTED]
7.	[REDACTED]	Kyria Masler	[REDACTED]	SAN RAFAEL	Roscha	[REDACTED]	[REDACTED]

5. Kiptum

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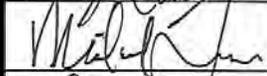
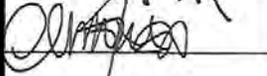
	Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	What grade will your student be entering in 2016/17 school year? <i>¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?</i>	(Optional) Email <i>Correo electrónico</i>	(Optional) ADDRESS <i>Dirección</i>
1.	[Redacted]	[Signature]	[Redacted]	Hill Valley	1st	[Redacted]	[Redacted]
2.	[Redacted]	[Signature]	[Redacted]	Fairfax	1st	[Redacted]	[Redacted]
3.	[Redacted]	[Signature]	[Redacted]	San Rafael	2nd / 4th	[Redacted]	[Redacted]
4.	[Redacted]	[Signature]	[Redacted]	Fairfax	7 th	[Redacted]	[Redacted]
5.	[Redacted]						
6.	[Redacted]						
7.							

L. Miller

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1.				Ross	1 st		
2.				LUCAS VALLEY	7 th		
3.				Brookside	5 th		
4.				Nanor	2 nd		
5.							
6.							
7.							

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FAMILY INFORMATION | INFORMACIÓN DE LA FAMILIA

Your Name | Nombre _____ Phone | Teléfono _____
Name of neighborhood district school
Nombre de la escuela dentro del distrito Strawberry

STUDENT GRADE LEVEL INFORMATION | Información sobre la clase (grado) que corresponde al estudiante
What grade will your student be entering in 2016/17 school year? | ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?

Student #1 2ND Student #2 K Student #3 _____
Estudiante No. 1 _____ Estudiante No. 2 _____ Estudiante No. 3 _____

Signature of Parent/Legal Guardian | Firma [Signature] Date | Fecha 6/13/2015

Optional Contact Information which will not be shared in the petition | Cómo le ubicamos (optativo)
Ross Valley Charter School will only use this information to keep you informed of our progress. We will not share this or use it for any other purposes. | La escuela chárter Ross Valley solamente usará esta información para mantenerle informado sobre la marcha de la petición. No se proporcionará a terceros ni se usará con ningún otro propósito.

Email | Correo electrónico _____
Home Address: _____
Street | Domicilio _____ City | Ciudad _____ State | Estado _____ Zip | Código Posta _____

Appendix C: Letters of Support

- Genevieve Sollecito, Executive Director, DayCaring Preschool
- John Reed, Fairfax Town Councilmember
- John D. Wright, San Anselmo Mayor, 16 year School District Trustee
- Margot Enbom, Director, Little Mountain Preschool
- Renee Goddard, Fairfax Town Councilmember
- Torri Chappell, Community Educator
- Rebecca Nowlen, Director, San Anselmo Cooperative Nursery School



June 24, 2015

To Whom It May Concern:

I am the Executive Director at DayCaring Preschool, a non-profit preschool located in Fairfax California. We are a Marin County child centered, play based preschool serving children in the Ross Valley School district area and beyond for more than 40 years.

We support young children and their social emotional growth, curiosity and compassion for one another. We believe that all children deserve to grow and learn in a school environment that supports not only them but their families and communities as well.

I happily offer my support to the Ross Valley Charter School and its mission to create more quality tuition free, public education in our district. As a preschool Director I experience first hand the growing need for quality childcare for families not only in our own back yard but families moving from all over the country to our beautiful community and specifically into the wonderful Ross Valley School District.

With enrollment growing every year its time to create another happy, healthy, affordable school option for our district. Moving forward with the RVCS simply makes sense as it would provide a fifth public elementary school site to open up more choices and help to satisfy the needs of our growing community.

The teaching team involved with RVCS not only have years of experience, but a core understanding of the needs of children, how to foster their growth in a thriving way and the unique skill set of the Multi-Age Program model that has been so successful here in the Ross Valley District.

It is with pleasure that I offer my support to the parents, teachers and community members working hard to bring the Ross Valley Charter School to the Ross Valley School District and I urge you to accept their charter petition.

Sincerely,

A handwritten signature in blue ink that reads "Genevieve Sollecito".

Genevieve Sollecito
Executive Director, DayCaring Preschool

Genevieve Sollecito, Director
DayCaring Preschool, 2398 Sir Francis Drake Blvd., Fairfax, CA 94930, Phone: (415) 459-6291
Calif. Day Care Lic #210111764 / Non-Profit Tax ID # 942844498
www.daycaring.com

June 27, 2015

John Reed



To Whom it may concern:

This letter is an endorsement of the efforts of the Fairfax Multi Age Program School in their efforts to become recognized as a Charter School.

Throughout it's history, this school has been responsive to our community's desire to have an alternative school program that is mixed age, inquiry oriented, project based, and collaboratively organized.

Though it is unfortunate that MAP's status has been recently changed by the School Board, the response to seek a charter structure is a logical course of action. I believe that this new evolution of the MAP program will ultimately be a move for the better, as the impulse to respond to the long waiting list to attend, as well as a move to a better suited campus will likely be better served.

Thank you,
John Reed
Fairfax Town Councilmember



June 10, 2015

Re: Ross Valley Charter School Proposal

To Whom It May Concern:

I am writing to voice my support, in principle, for the proposal to establish a charter school in the Ross Valley School District ("RVSD") that would provide a more independent structure, and opportunities for expansion, development, and increasing diversity, for the multi-age program of choice ("MAP") that has existed in the RVSD for nearly 20 years.

I served on the RVSD Board of Trustees from 1995-99. This was the board that approved MAP in its prior incarnation as the Innovative Learning Community ("ILC"). I supported then, and I support now, the concept of alternative programs in public schools when there is a significant segment of the local parent community that supports them and they are financially and administratively feasible.

Following my RVSD board service, I served for 12 years on the Tamalpais Union High School District and now serve on the San Anselmo Town Council, where I am currently the Mayor. While on the high school board I became more familiar with the financial and administrative challenges of alternative programs. I recognize that such challenges would also exist with the Ross Valley Charter School proposal. My support for the charter school proposal in principle is subject at a practical level to the satisfactory resolution of those concerns, which I have not studied in detail and about which I express no opinion.

In short, I support the approval of this charter proposal subject to the above qualifications.

Sincerely,

A handwritten signature in cursive script that reads "John D. Wright".

John D. Wright



June 23, 2015

To whom it may concern,

I am writing this letter in support of the Ross Valley Charter School. I believe the program will provide a much needed option to the parents and families of elementary aged children in Marin County.

I am the Director of Little Mountain Preschool, a play-based, multi-aged nursery school that serves families in Marin county. We are new (just two years old) but have a staff of 5 with over 100 years experience. We support young children, ages 3 – 5, and their parents in their social emotional growth and development during these wonderful years of childhood. Our children, when they leave to go off to kindergarten, are well prepared for the challenges that they will face. We are very proud of what we have created. We see the Ross Valley Charter School as following very similar values and ideals as ours.

There is a need for quality educational options in Marin county. The MAP program at Manor has been very successful and a wonderful alternative for many families. Having their own site and school, they would be able to serve more families and provide an alternative to many families as well.

I offer my support to the Ross Valley Charter School which I believe will provide a supportive, nurturing community for those families interested in a multi-age program.

Sincerely,

Margot Enbom
Director
Little Mountain Preschool

June 11, 2015

To Whom it May Concern,

I am writing to you as an individual member of the Fairfax Town Council, and also a parent of two children who both went all the way through elementary school in the Multi-Age Program (MAP) at Manor School.

The good news about Fairfax is that we are a unique and desirable community with great schools, which draw many young families.

The challenge is that as more families desire to live here, our public school options and capacity stays the same. Boundaries for school attendance have been redrawn to accommodate children in one of 4 elementary schools. People are forced to send their children to school outside of their communities.

Fairfax has a well-earned reputation as free-thinking, risk taking, and willing to challenge the establishment. MAP is the only alternative program in the Ross Valley School District. It was created to be a “program of choice”.

The Multi-Age program has grown in popularity year after year, and the demand far exceeds the capacity. The Manor School campus has also outgrown its footprint making it not only impossible to expand the MAP program to meet demand, but allow for the enrollment of Fairfax’s children who do not choose the MAP program.

We can no longer say that MAP is a program of choice, as far too many families who choose to put their children in MAP cannot be accommodated.

The Ross Valley School District is losing children to private schools for lack of choices in the public school system. We would like to have other free progressive education programs available to local families. We need to allow Fairfax residents to remain in their Town while making sure that there is room for families from the other Ross Valley School District attendance areas to attend their program of choice.

The Ross Valley Charter School would address the need for more public school options and allow Fairfax families to attend their local public school.

I strongly encourage the approval of the charter petition to insure that the innovative academic and creative talent and passionate community involvement in the program continues to nourish the needs of the families of the Ross Valley School District.

Thank you for your kind attention,

Renee Goddard
Fairfax Town Council

APPENDIX C


June 14, 2015

To Whom It May Concern:

I am writing as a local educator in support of The Ross Valley Charter School. During my 30 year career in education, I have worked with teachers, parents and students in public and private schools across Marin County and the MAP program has consistently impressed me with their steady commitment to building relationships and creating a safe, respectful and rich learning environment that promotes risk taking and learning for all kinds of learners. The goals of Common Core are nothing new to MAP because this program has always valued critical thinking, problem solving and analytical thinking as key components of their students' success today and in the future.

I've been involved with MAP since its inception 18 years ago and I have great respect for their commitment and pedagogy. Even though my own children weren't able to participate in the program, I am so grateful that our community has had MAP as a program of choice. Current research has shown that there are three environmental factors that cultivate and promote resiliency in children and MAP embodies all three: Ongoing, caring relationships with adults, opportunities to contribute and high expectations related to who you are. How fortunate Ross Valley is to have such a program available to families and the fact that there has been a waiting list for many years demonstrates that there is a great demand for this program to stay and to grow in our community.

Thank you in advance for recognizing the value of MAP and granting this unique program a charter so the needs of children and families in our community will continue to be met.

Respectfully,

Torri Chappell
Community Educator



7/4/15

To Whom It May Concern:

I write this letter in strong support of the Ross Valley Charter School. I come to this position as an alumna of the Ross Valley School District, a mother to two children in the Ross Valley School District, and as the director of a preschool that feeds into the Ross Valley School District.

As the mother of a child in the K-5 program and another in the MAP program at Manor, I can speak personally to the excellence of all the staff at Manor. Both of my children have been served equally well by the programs that house them. I'm grateful to the staff at Manor School for their excellence and inspiration in their jobs.

However, I'm fortunate that I was able to have that choice – to situate each child in the program that suited her best. There are just not enough public school options in our area to accommodate the many families who feel that the traditional kindergarten-fifth grade curriculum, which focuses primarily on academic retention, is not a good fit for their children.

In the Ross Valley School District, there is great economic disparity. Many of the families who feel that the more traditional approaches do not serve their needs are able to enroll their children in private school. It is tragic and unfair that so many more families are forced to shoehorn their children into the traditional curricular models—models that can make some children begin their understanding of schooling with feelings of anxiety and inadequacy.

As a preschool teacher, I see children who are bright, inquisitive, warm, and curious become "concerns" the moment they enter kindergarten because they don't know their numbers or letters yet. These children need space where their own paces can be discovered and accommodated, and they can direct that pace while learning creative problem-solving and social interaction.

We need the Ross Valley Charter to exist so that every family can have the choice to enroll his or her child in the program that suits that child's needs. Children don't come out "one-size-fits-all." Neither should our public schools.

Thank you,

-Rebecca Nowlen

Director, San Anselmo Cooperative Nursery School

APPENDIX C

Appendix E: Governance Documents

- Articles of Incorporation
- Bylaws
- Conflict of Interest Code

3692965

ARTICLES OF INCORPORATION
OF
ROSS VALLEY CHARTER SCHOOL

gmr
FILED
Secretary of State
State of California

JUL 10 2014

icc *blz*

I.

The name of the Corporation shall be Ross Valley Charter School.

II.

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

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

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

Jason Morrison
25 Deer Park Lane
Fairfax, CA 94930

IV.

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

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

3692965

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

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

V.

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

VI.

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

VII.

The initial street address of the Corporation is:

25 Deer Park Lane
Fairfax, CA 94930

The initial mailing address of the Corporation is:

P.O. Box 971
Fairfax, CA 94978

Dated: July 9, 2014



Jason Morrison, Incorporator



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 17 2014

Date:

bhs

Handwritten signature of Debra Bowen in cursive.

DEBRA BOWEN, Secretary of State

ROSS VALLEY CHARTER SCHOOL**CONFLICT OF INTEREST CODE****I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the **Ross Valley Charter School** 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 **Ross Valley Charter School** (“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 by California Code of Regulations, title 2, section 18730, 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 the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any 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 the Charter School Director, 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

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2, 3
Chairman of the Board	1, 2, 3
CFO/Treasurer	1, 2, 3
Secretary	1, 2, 3
School Director of Charter School	1, 2, 3
Consultants	*

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The School Director 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 is 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. The School Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

EXHIBIT BDisclosure
Categories**Category 1**

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of the school district in which **Ross Valley Charter School** operates.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by **Ross Valley Charter School**.

Category 2

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by **Ross Valley Charter School**, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.

Category 3

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by **Ross Valley Charter School**, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

BYLAWS
OF
ROSS VALLEY CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is Ross Valley Charter School.

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 the Corporation is Fairfax, 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 the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote the Ross Valley Charter School (“Charter School”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

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

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

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. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. The 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”).

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.

- 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.

Section 3. DESIGNATED BOARD MEMBERS AND TERMS. The number of Board Members shall be no less than five and no more than nine, unless changed by amendments to these bylaws. All Board Members shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional Board Member to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

After the expiration of the terms of the initial board members:

- The teacher representative, will be appointed by the Board after considering a nomination by the full time teacher employees of the Charter School.
- Two parent representatives will be appointed by the Board after considering nominations by the parents of students of the school with each student family having two votes.
- All other board members, except for the representative of the charter authorizer, will be appointed by the Board of Directors as vacancies occur.

Except for the initial Board of Directors, each Board Member shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor Board Member has been designated and qualified. Terms for the initial Board of Directors shall be staggered with three (3) seats serving a three (3) year term and two (2) seats serving a two (2) year term. The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Chris Lyons (Teacher Representative)	May 31, 2017
Rana Barar (Parent)	May 31, 2017
Andrea Sumits (Parent)	May 31, 2016
Sharon Sagar (Community Member)	May 31, 2017
Conn Hickey (Community Member)	May 31, 2016

Section 4. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. BOARD MEMBERS’ TERM. Each Board Member shall hold office for two (2) years and until a successor Board Member has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the community member Board of Directors positions at least thirty (30) days before the date of any election of

Board Members. 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 Board Member 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 Board Member; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Board Member 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; or (c) the increase of the authorized number of Board Members.

Section 9. RESIGNATION OF BOARD MEMBERS. Except as provided below, any Board Member may resign by giving written notice to the Chairman of the Board, to the School Director, 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 Board Member'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. BOARD MEMBER MAY NOT RESIGN IF NO BOARD MEMBER REMAINS. Except on notice to the California Attorney General, no Board Member may resign if the Corporation would be left without a duly elected Board Member or Board Members.

Section 11. REMOVAL OF BOARD MEMBERS. Any Board Member 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 Board Member shall be filled as provided in Section 12.

Section 12. THE FILLING OF VACANT SEATS ON THE BOARD OF DIRECTORS. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Board Members then in office is less than a quorum, by (a) the affirmative vote of a majority of the Board Members then in office at a regular or special meeting of the Board, or (b) a sole remaining Board Member. If the charter authorizer appoints a representative to serve on the Board of Directors, a vacancy in the seat of the authorizer's representative shall be filled by the authorizer. The teacher and parent representative Board seats shall be filled pursuant to the procedure specified in Section 3, except that if there is a vacancy in the initial parent seats prior to the enrollment of students and the nomination of candidates to fill the parent seat(s), then the vacancy in the parent seat shall be filled by the Board with an existing parent from the converting MAP program.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF BOARD MEMBERS. Any reduction of the authorized number of Board Members shall not result in any Board Members 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 also designate that a meeting be held at any place within the granting agency's boundaries designated 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. After charter approval, 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). Prior to charter approval all meetings of the Board of Directors shall be held in compliance with the California Corporations Code. The Board of Directors shall meet annually in June for the purpose of organization, election of a Chair and Secretary, 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 noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. After charter approval, 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. After charter approval, Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. After charter approval, 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 the public through the posting of an agenda. Board Members shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each Board Member at the Board Member's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Board Member 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 Board Members then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the Board Members in attendance, based upon the presence of a quorum. Should there be less than a majority of the Board Members present at any meeting, the meeting shall be adjourned. The Board Members present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of Board Members from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Board Members may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. After charter approval,¹ members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;²
- 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

¹ Prior to charter approval, any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment consistent with the requirements of the California Corporations Code.

² 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.

each teleconference location; and

- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.³

Section 21. ADJOURNMENT. A majority of the Board Members present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. 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 Board Members 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 not receive compensation for their services as Board Members or officers, only 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 Board Members then in office, may create one or more committees of the Board, each consisting of two or more Board Members and no one who is not a Board Member, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the Board Members then in office. The Board of Directors may appoint one or more Board Members 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 Board Members 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 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;

³ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- g. Expend corporate funds to support a nominee for Board Member if more people have been nominated for Board Member 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 Board Members has a material financial interest.

The Board may also create one or more advisory committees composed of Board Members and non-Board Members. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the Board Members then in office, advisory committees to serve at the pleasure of the Board.

Section 24. 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 25. NON-LIABILITY OF BOARD MEMBERS. No Board Member shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. 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 the Corporation shall be a Chairman, Vice-Chairman, President, who shall be known as the "School Director," a Secretary, and a Chief Financial Officer. The officers, in addition to the corporate duties set forth in this Article VIII, may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. 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 the Corporation shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. 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.

Section 5. 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 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. Once 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. There shall also be a Vice Chairman of the Board of Directors who will be elected by 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 8. SCHOOL DIRECTOR. The School Director 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 School Director shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board 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; the names of the Board Members present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the 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 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the

Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to Board Members 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 Board Member 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 School Director, 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 BOARD MEMBERS.** The Corporation shall not enter into a contract or transaction in which a Board Member directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's Board Members are Board Members and have a material financial interest) unless all of the requirements in the Ross Valley Charter School Conflict of Interest Code have been fulfilled.

ARTICLE X CONTRACTS WITH NON-BOARD MEMBER DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-BOARD MEMBER DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-Board Member designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Ross Valley Charter School Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO BOARD MEMBERS AND OFFICERS

Section 1. **LOANS TO BOARD MEMBERS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any Board Member or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a Board Member or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Board Member 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, the Corporation shall indemnify its Board Members, 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. The 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 Board Member, officer, employee, or agent in such capacity or arising from the Board Member's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The 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. BOARD MEMBERS' RIGHT TO INSPECT. Every Board Member 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. 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. The inspection may be made in person or by the Board Member'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.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any Board Member 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. The 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 Board Members at all reasonable times during office hours.

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 Board Member and furnish to each Board Member 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 Board Member or officer of the Corporation, its parent, or subsidiary (but mere common Board Membership 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.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any Board Member or officer of the Corporation pursuant to Article XII of these Bylaws.

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 Board Members present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Ross Valley Charter School or make any provisions of these Bylaws inconsistent with that Charter, the Corporation’s Articles of Incorporation, or any laws.

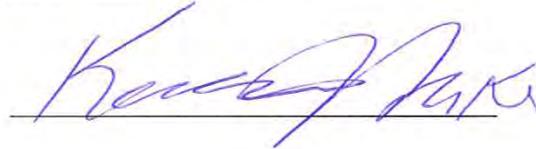
ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Ross Valley Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on September 21, 2014 and amended on June 17, 2015; and that these bylaws have not been amended or modified since that date.

Executed on June 18 2015 at Fairfax, California.



Katherine J. Lake, Secretary

Appendix F: Petitioner Team

- Governing Board Members
- Other Founding Officer(s)
- Additional Founding Team Members
- Consultants and Advisors

Governing Board Members

Roni Adams, Ph.D.

Roni Adams has a Ph.D. in Educational Psychology, specializing in Teaching and Learning, from the University of California at Santa Barbara. She has been teaching since 1970, first as a teacher of high school English, then as an elementary teacher/administrator in the Open Classroom Alternative Program in Ventura, California, a 30-year progressive education magnet school which her own children attended. Fueled by a passion for the philosophy of Open Education during a time of tension with conflicting school district mandates, she founded the Ventura Charter School of Arts and Global Education, where she served as Chair of the Board for several years. She taught teacher education at Antioch University and Southern Oregon University ("SOU"). Currently she is a professor of teacher education at SOU in Ashland, Oregon, and is also the Chair of the School of Education. Her fields of inquiry include educational reform, parent involvement in education, holistic teaching and learning, and multicultural education.

Rana Barar, MPH

Rana Barar, MPH, is an experienced researcher and public health manager with more than 15 years' experience in women's and adolescent health. She has overseen multi-million dollar programs around the US and the world and has been a public spokesperson for several projects at conferences and in the national media. Rana is a product of an alternative elementary school and is passionate about providing young learners with educational options that not only build their skills, but instill a life-long love of learning. Rana believes that students are capable of participating in designing their own education and knows first-hand the power that handing over the reins to a student can have. Rana has served on the MAP Advisory Board for four years as Public Relations Coordinator and then Facilitator and has been a classroom volunteer for five years. Rana's son is a graduate of MAP and she has a 3rd grader in the program as well.

Kate Crist, MAT

For the past three years, Kate has worked as an Implementation Specialist for the Washoe County School District in Reno, Nevada, where she has worked in elementary and secondary schools to help teachers align instruction, resources, and programs to the Common Core and College and Career Readiness Standards. Much of this work has focused on supporting reform efforts, providing professional learning, conducting classroom observations and feedback, and ensuring educators have appropriate resource support. Washoe County was an early adopter of Common Core and its implementation efforts in its Core Task Project have been widely reported on. During this time Kate has also worked for a variety of education consultant and support groups to provide professional learning and instructional coaching to various schools and educators around the nation. Kate is currently a Student Achievement Partner Core Advocate for the state of Nevada as well as a member of the EQUiP Peer Review Panel. During the previous ten years, Kate worked as a classroom teacher, program coordinator, and an instructional coach in California public schools. Kate received a Masters of Arts in Teaching from University of San Francisco and a Bachelor of Arts from University of California Santa Cruz.

APPENDIX F

Conn Hickey, MA, Board Treasurer

Conn Hickey has been deeply involved in the Ross Valley School District since 2000. He served as the School Board Liaison for the first MAP Advisory Board in 2001 and has attended most school board meetings since. He was a YES Foundation Board and Executive Committee Member from 2002 until 2007. He was a district Trustee for almost seven years between 2003 and 2011, during which time he became the board expert on school finance, renewed a parcel tax, and helped shape and pass the Measure A bond measure in 2010. He is currently a member of the District's Measure A Citizen Oversight Committee. He graduated from the California School Board Association's Masters in Governance Academy in 2008 and the Association of California Administrators School Business (2013) and Superintendents (2014) Academies. He recently retired from a 27-year executive management career in Information Technology with Westamerica Bank, where he managed an annual profit center budget of \$8,000,000, supervised 50 employees, and negotiated and managed all IT contracts and led IT projects for the bank. Conn has written on Common Core implementation in guest editorials for the Marin IJ over the past year.

Kristi Kimball, M.P.A.

Kristi Kimball is the Executive Director of the Charles and Helen Schwab Foundation. The Foundation focuses on improving the quality of K-12 education for all children in California and nationwide through investments in high-performing charter schools, human capital development for teachers and school leaders, education technology and policy work. Prior to joining the foundation, she worked as a consultant and strategic advisor to a number of education foundations and non-profits. Kristi also worked for 8 years as Program Officer at the William and Flora Hewlett Foundation, where she managed more than \$85 million in grants. Her portfolio included investments in networks of model schools and school districts, research and evaluation, communications and state policy work. Kristi served in the U.S. Department of Education during the Clinton Administration, in the Education Policy Research Center at the Urban Institute, and in the Education Office of the U.S. Senate Health, Education, Labor and Pensions Committee. Ms. Kimball holds a B.A. from Dartmouth College and a Masters in Public Administration from the Woodrow Wilson School at Princeton University.

Chris Lyons

Chris Lyons teaches 4th/5th grade in Ross Valley School District's Multi-Age Program. She has taught in MAP for nine years, and previously taught in the Dixie School District, for a total of 19 years of elementary teaching experience. Chris has taught all the elementary grades, kindergarten through fifth. She has served on School Site Councils, District Advisory Teams, and numerous district committees. She has also been a mentor teacher, taught a class for Marin County's Beginning Teacher Support and Assessment ("BTSA") program, and received a Golden Bell award. She has been trained at the Teacher's College Reading and Writing Project at Columbia University in New York, and has also attended professional development workshops in Project Based Learning and Childhood Creativity. Chris served as president of the San Anselmo Cooperative Nursery School when her children were students there. Both her sons are MAP program graduates.

APPENDIX F

Sharon Sagar Board President

Sharon Sagar previously served on the Ross Valley School District Board of Trustees for 14 years. She served as School Board President, and on almost every districtwide committee at some point over those 14 years. In addition, Sharon served in many capacities as a parent volunteer including as Site Council President and PTA President, and on many fundraising committees. Some of the many district and countywide committees that Sharon has served on include Budget Committee, Superintendent Search, Policy committee, Strategic Planning Committee, negotiations representative, Facilities Committee, District English Language Advisory Committee, District Round Table, Safe Routes to Schools, YES Foundation board representative, Marin County Joint Legislative Advisory Representative, Wellness Committee, Tech Committee, and Marin County School Board representative. Sharon worked on several parcel tax and bond campaigns for the Ross Valley School District. Sharon also served as co-president of the Marin Education Task Force, a collaborative network of schools feeding into the Tamalpais Union High School District. Sharon has taken the California School Boards Masters in Governance training program twice. Sharon was an active founding member of the Innovative Learning Community/MAP and values offering educational choice to the families of the Ross Valley School District. She is committed to collaborative decision-making and partnerships between administration, teachers and parents in public education. Sharon currently works in a school business office.

Andrea Sumits, JD

Andrea has been an attorney for 20 years practicing primarily in the field of environmental and land use law. She advises her clients on sustainability, due diligence, and transactional projects, as well as regulatory compliance and corporate governance. Andrea has been actively engaged as a parent in Ross Valley School District since 2009. She helped lead successful campaigns for a 2012 Parcel Tax measure and a 2010 \$41 million bond measure, both of which provide needed financial means for all Ross Valley School District schools, and managed the successful 2011 campaign for a RVSD trustee candidate. Andrea has served on the MAP Advisory Board since 2010, including as the MAP-RVSD Board Liaison from 2011 through 2014. She has also served as the RVSD Board Liaison for the Manor PTA since 2011. She was a founding member of the MAP Vision Committee, which ultimately led to the vision to start a charter school. Andrea served as the parent/teacher representative on the Manor School Site Council during the 2013-14 school year. Andrea participated on the K.I.N.D. steering committee which helped bring a social-emotional curriculum to the RVSD in 2012, and has since served on the steering group for the PeaceCoaches program at Manor. She has served as room parent for several years for her children's classrooms, is a regular volunteer in the classroom, and has helped coordinate numerous school-wide and MAP events. For the 2014-15 school year, Andrea will be serving as the Facilitator on the MAP Advisory Board. She has a passion for progressive educational values, community engagement, and parent participation in education.

Other Founding Officer(s)

Kathy Lake, Secretary

Kathy Lake has 15 years' experience in the high technology software field, solving problems with technology solutions, managing projects, and managing global teams. Her undergraduate degree is in biology and she has a passion for science and technology, and mentoring women in that field. She is active in her community and a volunteer at the school. Kathy is a member of the MAP Advisory Board, helped lead a campaign for a school parcel tax renewal, and has two young children in the MAP program.

Additional Founding Team Members

Liz Canning

Liz Canning studied filmmaking at Brown University and established her production company, Liz Canning Creative, in 2000. Since then she's won multiple awards for her work and created media for companies like Whole Foods, Levi's, Clif Bar, and Bare Escentuals. Her post-college years were spent becoming certified in early childhood education and teaching at an alternative cooperative preschool in the San Francisco Unified District's Child Development Program. Later Liz taught media literacy and filmmaking classes to elementary and middle school students.

Jason Morrison

Jason Morrison holds a Master's Degree from Boston University's Center for Energy and Environmental Studies and a B.A. in Philosophy. Since 1993, he has been with the Pacific Institute, a non-profit, non-partisan sustainability policy research center, directing the Institute's Corporate Sustainability Program, where he is currently studying the policy implications of private sector sustainability initiatives. Under a 2008 Memorandum of Understanding between the Pacific Institute and the United Nations Global Compact, Jason serves as the Technical Director for the CEO Water Mandate, supporting the initiative with applied research, event organization, and other services. Jason is a co-founder and current Board Member of the Alliance for Water Stewardship, a global initiative working to develop a freshwater certification program to advance responsible water practices by water providers and large-scale users. As a Co-Chair of the Ross Valley Charter School's Fundraising Committee, he brings his two decades plus experience in the non-profit sector to his RVCS large donor solicitation and grant writing responsibilities.

Arielle Sumits

Arielle Sumits has been a senior analyst with Cisco for 14 years and is currently the chief architect of Cisco's Internet forecasting effort, the results of which have garnered extensive

media coverage from the New York Times, the Wall Street Journal, the Economist, the Huffington Post, and numerous business publications. She has delivered hundreds of presentations to high-level telecom executives and government officials, regularly meeting with the CTOs of North American cable operators and with the Commissioners of the FCC. As an analyst, she enjoys working with large amounts of data and is in the process of earning her data science and statistical credentials from Johns Hopkins. With a scientific background, Arielle has a strong interest in science and math education. Arielle believes in the charter school model as a means of fostering innovation in these key subjects. Her favorite pastime is playing with her one-year-old daughter.

Christopher Tonry

Designer, artist, father, volunteer.

Rebecca Wicker

Rebecca comes with 23 years of teaching experience and is passionate about weaving together her Waldorf and Montessori training to create the perfect patchwork for each set of students she teaches. For the last 9 years, she has enjoyed being a K/1, 1/2, and 2/3 MAP teacher at Manor Elementary School. She is also a founding staff member of both The Mountain School in Corte Madera and The Novato Charter School. She also spent years as a kindergarten teacher with Marin Primary in Larkspur, as well as starting her at-home preschool. Rebecca believes that successful teachers shine when they are able to treasure the wonder and magic of the young child while offering an interesting, challenging, and differentiated curriculum which engages students and meets the multi-intelligences found in each varied set of children.

Jennifer Wolf

Jennifer has worked as a public relations strategist with experience in the entertainment industry and politics. She has worked on grass-roots campaigns, most recently to get the Marin Clean Energy provider up and running, and other California ballot measures regarding energy issues. In the political sphere, Jennifer helped set up and run a media center and logistics department ("IMC") that was a pioneer in using web based video and audio reportage to feed visuals and briefings to local and national media during the 2000 Democratic National Convention in Los Angeles. She has conducted media messaging and strategy workshops and specialized in multi-organizational relationship building and outreach. When Jennifer was working in the film and TV industry, she wore many hats: from being an executive assistant to the CEO of a TV production company, to researching, writing, directing and producing TV and film documentaries. She also spent many years professionally designing and decorating sets for productions and print. Jennifer has a graduate degree from the American Film Institute in Production Design.

Collaborators & Contributors

Guadalupe Alvarez

Guadalupe Alvarez was born in Mexico and has lived in the United States since he was three

years old. He received a B.A. in Architecture from the University of Illinois at Chicago, where he studied abroad for a semester in Denmark. Guadalupe moved to the Bay Area in 2007 and has worked on large architecture projects in downtown San Francisco. He began translating as a young boy for his parents, whose native language is Spanish. He was a member of the San Anselmo Cooperative Nursery School. He lives in Fairfax and has a four-year-old daughter.

Christina Amini

Christina Amini oversees the publishing of books, stationery products, and gift titles as the Editorial Director of Art Publishing at Chronicle Books, one of the most admired and innovative publishing companies. As the leader of the Art Publishing Group, she sets the strategy, manages the budget, identifies new opportunities, and oversees a cross-divisional team. A key driver for the gift product publishing at Chronicle Books, she mentors the gift product editors, cultivates thinking and processes, and leads “The Format Lab” to bring new ideas and tools to the team. She’s happy to be a professional collaborator and creator, cultivating and bringing new ideas to fruition. Christina has written for The San Francisco Chronicle, Salon.com, Readymade, and is the author of *Before the Mortgage: Real Stories of Brazen Loves, Broken Leases, and the Perplexing Pursuit of Adulthood* (Simon & Schuster, 2006). She also serves on the board of The Amini Foundation for the Study of Affects, which funds groundbreaking research on attachment, affect, and the development of children. She graduated with a B.A. in English and creative writing emphasis from Stanford University. Christina lives with her wife and family in Marin.

Katherine Csizmadia

Katherine Csizmadia has 15 years’ experience in marketing communications, primarily in technology and healthcare industries. She has served on the Board of the play-based San Anselmo cooperative preschool that both her children attended and on the MAP Advisory Board. She has been an active classroom volunteer during her children’s time as MAP students. They are currently in 6th and 1st grade.

Amy Ferhart, M.Ed.

Amy Ferhart has taught both primary and upper grades for the last 11 years in a variety of school settings. These include teaching in inner-city Oakland, a dual-immersion charter school in Chula Vista, a visual/performing arts magnet school in San Diego, and a high-performing school in Larkspur. She has also coordinated service learning projects through Americorps in San Francisco. Currently, Amy is an English Language Development/Response to Intervention (“ELD/RTI”) Specialist working with K-5 students. Her job is to create integrated, meaningful, and engaging curriculum to support English language learners. In addition, she assists students who require different teaching and learning strategies to succeed. Amy’s educational background includes a Bachelor’s degree from UC Berkeley, a BCLAD teaching credential through the California State University system study-abroad program in Mexico, a Masters Degree in “Curriculum Design and Instruction” from San Diego State University, and she is GATE certified through USC. Amy is bilingual in Spanish and passionate about meeting the needs of all students while also bridging the achievement gap for individuals from diverse cultural and economic backgrounds.

APPENDIX F

Jenelle Ferhart

Jenelle is an experienced and committed educator who loves to learn. With 13 years of teaching experience in dual immersion, bilingual education, and Spanish enrichment programs, Jenelle is passionate about multilingualism, multiculturalism, and child-centered pedagogy. She earned her BCLAD teaching credential while doing her student teaching in private, public, and indigenous schools in Mexico. She taught 1st through 6th grades in four very distinct schools in California, including an inner-city public school in Oakland, two innovative and high-performing Dual Immersion schools in San Diego County, and Ross School in Marin, and she recently started a new position at Alt School in San Francisco. Jenelle has a son who is entering first grade and a daughter in preschool. Her son loved his first year in the Multi Age Program. She is passionate about working on attracting and supporting a diverse group of families that reflect the demographics of the Ross Valley School District.

Carolyn Gencarella

Carolyn Gencarella has been an educator in San Francisco Bay Area public schools since the mid-1990s. She holds a Multiple Subject Teaching Credential as well as a Single Subject Credential in Foundational Level Science. Carolyn's work specializes in bringing science knowledge and practice to culturally and linguistically diverse learners. She currently works within San Francisco Unified School District as a Science Specialist at the elementary level. For the past 3 years Carolyn has been a member of the BaySci Master Champions Science Network at the Exploratorium's Institute for Inquiry. This group regularly explores effective pedagogy to support the successful implementation of the Next Generation Science Standards through inquiry-based science. Carolyn has 2 older children who are graduates of the MAP program.

Tim Heth

Tim Heth began his teaching career 40 years ago in the Teacher Corps in Louisville, Kentucky. After two years, he moved to San Francisco where he worked in education and the social services in San Francisco Unified School District's ("SFUSD") child development centers, Tenderloin senior programs, and in Chinatown with families. Prior to moving to Marin, he was a SFUSD Kindergarten teacher in SF's Visitacion Valley neighborhood. Following a year of very long commutes between San Anselmo and "the city" he was offered a position as a founding teacher in Ross Valley School District's Innovative Learning Community (later re-named the Multi-Age Program). He believes young children are innately creative, and that through their pursuit of their interests and ideas, creativity will continue to flourish. He believes a child's school experience should integrate literacy and mathematical skills, science, visual and performing arts, outdoor education, and play in a holistic curriculum that will excite and engage a child.

Scott Hummel

Scott Hummel is a graphic designer who works with a range of clients, primarily in the finance and non-profit sectors, to give visual voice to their stories. Prior to starting Soar Creative, Scott initiated and developed programs at several universities—including Brown and Georgetown—enabling students to come together to engage in and enhance community-based

efforts while learning and building connection through their experiences. He has been a MAP classroom volunteer for seven years, as well as the lead organizer for Manor School's Field Day and a West Marin Little League baseball coach for three years. Scott earned both Bachelor's and Master's degrees from Virginia Tech and pursued post-baccalaureate studies at the California College of the Arts.

Emily Korrell

Emily Korrell has been involved in public education since 1998. Her career has taken her from Virginia to Maryland, New Hampshire, Washington, D.C., and now to California. She has taught second through sixth grades, served as a gifted and talented resource teacher, and worked in special education. Additionally, she spent two years as an educator at the Smithsonian National Museum of Natural History. Emily used her expertise in childhood education and curriculum design to author the book *Awesome Adventures at the Smithsonian: The Official Kids Guide to the Smithsonian Institution*, published in 2013 by Smithsonian Books. Additionally, Emily has completed trainings with The Reading and Writing Project through Columbia University, TCI's Social Studies Alive! program, Kagan Cooperative Learning, the Toolbox Project social-emotional curriculum, and has presented at the New England Regional Conference of the Social Studies in Boston, Massachusetts. Emily is passionate about travel, theater, and reading, and shares these passions with her second and third graders in the Ross Valley School District's School Multi-Age Program. She is excited to contribute her perspective and experience to the Ross Valley Charter School.

Barry Price

Barry Price has nearly 25 years of experience in his work as a Corporate Training and Team Building Facilitator. He began his career as a Ropes Course Manager for Adventure Associates, while earning a degree in Leadership Studies from San Francisco State University. He also earned a degree in Positive Health and Fitness and was honored as the Most Outstanding Student in his class. Since 1989, Barry has facilitated thousands of programs and workshops and has been the Lead Facilitator, Program Designer and Manager for over 500 clients. He consistently receives rave reviews for his professional, dynamic, and dedicated work. In 2009, Barry began pursuing another passion in home building and remodeling. As an amateur carpenter and furniture maker, Barry delighted in the art and science of construction. With dedication and determination he received his General Contractor License and has been responsible for the remodeling work and customer satisfaction of hundreds of clients. Barry's family is always his top priority. They live in the small town of Fairfax surrounded by nature and are usually found playing baseball, soccer, riding bikes, surfing, or standing in line for homemade organic ice cream.

Deborah Read

Deborah has 25+ years' experience in the branding and graphic design industry. She brings creative leadership with expertise in design strategy to projects large and small. Deborah leads teams to create powerful, compelling storylines for consumer goods and services for clients ConAgra Foods, Del Monte, Hormel, Safeway, PepsiCo, Williams-Sonoma, LVMH, Logitech, and Dominican University. Beyond client work, Deborah has regularly designed programs within the

Ross Valley School District including the Manor School Winter Faire, served on the PTA Executive Committee, and co-founded the Manor School Art & Garden Circle.

Amanda Sheeren

Amanda Sheeren holds a bachelor's degree in Psychology from the University of Utah and has nearly 15 years experience working with children. She has worked with at-risk youth as a mentor, foster-teens through the CASA organization, developmentally disabled children through the Riding High program, and, with children on the autism spectrum providing in-home therapy. Through these experiences, a passion for progressive education came alive. After becoming a mother, Amanda shifted gears and began working with children in an entirely new capacity, as a birth and postpartum doula. Amanda believes in a model of education that recognizes, and celebrates, individuality, while truly nurturing and nourishing each individual child. As a new MAP parent, she feels right at home.

Adam Smith

Adam Smith is a retail food executive with a diverse multidisciplinary skill set. Adam turned his culinary arts background and a decade of experience as a restaurant chef into a career at Whole Foods Market. He initially helped to develop and implement a prepared foods program with the quality and attention to detail to rival top Bay Area restaurants. Over the last seven years he has used his knowledge of food procurement, production, operations, and merchandising, coupled with his passion for functional design, to lead the Store Development Team for Northern California Whole Foods Markets. As Executive Director of this program, his responsibilities include site selection, lease negotiation, store design, construction, energy, and facilities maintenance. Adam has been involved with the design, planning and opening of 41 new Whole Foods Market locations in the Western US, Canada, and the United Kingdom. He is responsible for developing budgets, schedules, and obtaining approvals for all new projects and manages an annual capital budget of \$30-50MM.

Erika Smith

Erika Smith has been a committed educator for 20 years. She started her teaching career in Early Childhood Education, working in a developmental preschool with 2-5 year old children. After eight years as a teacher and assistant director, she earned her Multiple-subject Teaching Credential with emphasis in Early Childhood Development, Pre-K to 3rd grade, and started teaching elementary school. She is passionate about educating young children with a focus on developmentally appropriate practices, and seeing the world through the eyes of the young child. Erika has a Bachelor's Degree in Theatre with emphasis in vocal performance, and works to incorporate all the arts into her classroom teaching. She has been trained at the Teacher's College Reading and Writing Project at Columbia University in New York, and has also attended professional development workshops in Project Based Learning and Childhood Creativity. Erika has a passion for social justice which she shares with her students through civil rights lessons, and through service projects benefitting local and global assistance groups.

Sonya Stanley

Sonya Stanley has been involved in education for the past 15 years and actively participated in

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MAP for 12 years with 4 years as the Facilitator of the MAP Advisory Board. Sonya was a weekly classroom volunteer during the 12 years her three children were enrolled in the program. Sonya's interest in education took an unexpected turn 4 years ago when she discovered her youngest child had a learning disability. She has been passionate about Special Education and learning disabilities, particularly dysgraphia, ever since. Sonya has extensively researched the field through reading all of the latest research and consulting with experts across the United States. Sonya has put this expert knowledge to use by consulting with other Marin County families and a local preschool to increase their understanding of the field and help them navigate the world of Special Education. Sonya serves as the Chair of the Special Education Advisory Committee (which is a part of SELPA) for Marin County. Sonya served as the chair of the White Hill Site Council for many years and is currently a member of the Drake Leadership Council and a board member of the Cure Me Too Childhood Cancer Foundation. Sonya's educational background includes a Bachelor's in Economics from UCLA (Magna Cum Laude) and an MBA from the Tepper School of Business at Carnegie Mellon University. Sonya's work experience also included work as a Product Manager for the HJ Heinz Company. Sonya, her husband and their children reside very happily in Fairfax, California.

Alice Treves, LCSW

Alice Treves is a licensed clinical social worker with extensive experience thinking about the healthy functioning of children and families, and working to create it. She has worked in various school settings as a counselor and group facilitator, and well as teaching mindfulness classes to children. She works in private practice consulting with families on how to support optimal psychological functioning in their children, and has been trained by premier developmental psychologist Gordon Neufeld, PhD. She brings her insight into child development, and inspiration for creating environments that help children thrive, to the charter petition.

Nina Watson

Nina Watson has 14 years' experience teaching 4th/5th grade in the MAP program. Nina has been a BTSA mentor, as well as a student teacher mentor. She is also the recipient of the Golden Bell award for teaching excellence at Manor School. Nina has attended the Teacher's College, Columbia University for numerous trainings in literacy, as well as conferences on Multiage Instruction, G.A.T.E., and Differentiated Instruction.

Belynda Webb Marks

Belynda Webb Marks is a freelance photographer with 20 years' experience working in the field of advertising. She is head of marketing for a furniture design firm and has worked on many marketing campaigns for large, not-for-profit, community events such as Earth Day Marin and Zero Breast Cancer's fundraisers. Belynda is a member of the MAP Advisory Board and an active volunteer at the K-5 school. Belynda's son has learning differences related to visual processing problems and he struggles with reading and writing; with an alternative learning style, he has been well recognized for his intelligence with spatial relations, building and problem solving. Belynda's communication and marketing skills, paired with her passion that more students have

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public school access to alternative, project-based education drives her commitment to this charter school project.

Madeleine Wood

Madeleine Wood is the mother of two daughters in the MAP program. She holds a multiple subject BCLAD credential and an M.A. in Education with an emphasis on bilingual education. Currently she works as a high school Spanish teacher and has helped translate documents for the MAP charter school approval and presentations.

Catherine Woodman

Catherine Woodman is a mother to 4 year old Lila Alvarez, whose father, Guadalupe Alvarez, is Mexican American. Catherine is a financial advisor specializing in socially responsible investing. She has a masters degree in Integral Psychology and has lived in Fairfax for a little over 4 years.

Angela Vidinsky

Angela Vidinsky holds a bachelors degree in Anthropology from Colorado College. Prior to having children, Angela was employed in the non-profit arena working on social justice issues. As a bilingual community educator and direct service provider, she became intimately acquainted with the harsh realities of domestic violence and sexual assault. Working for an international public health organization, she learned the power of community mobilizing and social marketing as a means of effecting positive behavior change. Through executive-level advocacy, Angela gained further insight into the complex legal, ethical and political climate surrounding violence against women. For the past 10 years, Angela has had the privilege of devoting her time to raising her children, now aged eight and ten. She has embraced her role as “wife and mother” and is currently a proud advocate of progressive public education.

Consultants and Advisors

California Charter Schools Association

California Charter Schools Association (CCSA) runs a comprehensive portfolio of programs and services for operating charter schools and charter development teams. Through Charter Developer Membership, CCSA provides individualized support throughout the process, including technical assistance, workshops, web resources and templates. CCSA advances the charter school movement through state and local advocacy, leadership on accountability, and resources for member schools. CCSA is a trusted source of data and information on California's charter schools for parents, authorizers, legislators, the press and other interested groups.

Edtec Inc. Business & Development Specialists for Charter Schools

EdTec is a social venture founded in 2001 to develop, support and advance quality charter schools. EdTec provides the quality business services and operations support. EdTec's team provides expertise and support to over 300 charter schools and charter developers across a comprehensive range of services. EdTec's economies of scale deliver experienced personnel specializing in various areas of school finance and operations, including: budgeting, cash flows and forecasts, accounting, payroll, accounts payable, financial reporting, compliance management and the development of benchmarks and best practices.

Young, Minney & Corr, LLP ("YM&C")

Young, Minney & Corr, LLP is California's most experienced, knowledgeable and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation — including charter petitions and negotiations, MOUs, non-profit incorporation, board governance, facilities, student issues, policy development and more. YM&C is a leader in charter school law, with experience representing over half of all charter schools throughout the state.

Brittany Erickson

Brittany Erickson is currently a doctoral student at Harvard University studying Education Leadership, and she has extensive experience in and outside the field of education. Most recently, Brittany worked as the lead designer and researcher for The New School of San Francisco – an inquiry-based elementary school opening in Fall 2015 in partnership with the Exploratorium Museum. Prior to beginning her doctoral studies, Brittany was the Director of 21st Century Learning at Teach For America where she led research and implementation efforts related to deeper learning and social-emotional growth. Her work led the organization to change the way it measures student learning and teacher effectiveness, and dramatically redesign its educator-training model. Brittany's success in advocating for organizational change was informed by her prior work in management consulting at Oliver Wyman. There, she focused on new product development and organizational strategy for leading technology companies. Brittany began her career as a 6th grade English teacher in San Francisco, CA, and she attended the University of Pennsylvania, completing a Master's degree in Public Policy and

a Bachelor's degree in Political Science.

Anne-Marie Evans

Anne received the benefit of an international education as a child in Europe and earned her Teachers Certificate from the University of London Institute of Education. Her 40+ year career in education has taken her all over the world, starting in Iran where she worked at Iran Girls College, a university for women, and later to California where she founded the Cascade Canyon School. In 1996, she became the principal of Santa Rosa Charter School. Under her leadership, the school was authorized to offer the Primary Years Programme (PYP) of the International Baccalaureate IB. She holds a Masters in Education from Greenwich University and has been a qualified field representative, workshop leader, consultant and school authorization and evaluation team leader for the IB since 2001. As a consultant, she has worked with schools in Hong Kong, Ghana, the Middle East, Europe, Indonesia and throughout the United States and Canada. In 2012, the IB commissioned her to be an editor of the book, Journeys in Learning Across Frontiers. Anne leads many workshops which participants rate highly. She is passionate about providing teachers and administrators the knowledge and skills to offer their students the highest quality education fit for the future; her workshops model the 21st century skills our students need.

Fernanda Gonzalez Hauske

Fernanda Gonzalez Hauske has an MA from Teachers College, Columbia University in Educational Leadership and has completed her doctoral coursework in the Policy, Organization, Measurement, and Evaluation program of the Graduate School of Education at UC Berkeley. She has created truancy and literacy programs in the Spanish-speaking, low-income community of North Philadelphia, and was a founding teacher of a small autonomous school in East Oakland. Most recently, she has served on the Board of the San Anselmo Co-operative Nursery School and as President of Parent Participation Preschools Marin. She is the mother of a first-grader, a preschooler, and a toddler.

Merritt Richmond

Merritt Richmond is a classroom coach, professional development facilitator, and educational consultant to private and public schools in the Bay Area. In 2012, Merritt helped found the Center for Childhood Creativity at the Bay Area Discovery Museum, an award winning teacher education program focused on creativity, active learning, and applying current brain research to classroom practice. Merritt is a teacher with 11 years of experience teaching children in pre-K through 5th grade classrooms and additional years teaching science, art, gardening, drama, sailing, and character development. Merritt has also served on the board of directors of several Bay Area Schools as well as a North Carolina based foundation that focuses on education and community development projects. She holds a Master's Degree in educational leadership from Mills College in Oakland, a BA in Art History from Duke University, and both a Multi-Subject teaching credential and a Tier I Administrative Credential in California.

Appendix G: Student Life Documents

- Sample School Calendar
- Sample Progress Report (4th/5th grade)
- A Day in the Life of Lucy (K/1st)
- A Day in the life of Jackson (4th/5th Grade)

Ross Valley Charter School Appendices and Attachments

ROSS VALLEY CHARTER SCHOOL						
SAMPLE School Calendar						
2016 - 2017						
School Month	M	T	W	T	F	Days Taught
August	15	16	17	18	19	
	<22>	<23>	<24>	25	26	
	29	30	31			5
September				1	2	
	(5)	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	21
October	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					21
November		1	2	3	<4>	
	7	8	9	10	(11)	
	14	15	16	17	"18"	
	[21]	[22]	[23]	(24)	[25]	
	28	29	30			15
December				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	17
January	2	3	4	5	6	
	9	10	11	12	13	
	(16)	17	18	19	20	
	23	24	25	26	27	
	30	31				16
February			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28				15
March			1	2	3	
	6	7	8	9	"10"	
	13	14	15	16	17	
	<20>	21	22	23	24	
	27	28	29	30	31	22
April						
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	15
May	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	(29)	30	31			22
June				1	2	
	5	6	7	8	9	
	12	13	14	"15"	<16>	
	<19>	<20>	21	22	23	11
Student Days of Attendance						180
Teacher Work/Professional Development Days						8
Total Teacher Contract Days						188
						() Legal Holiday
						[] Local Recess
						< > Teacher Work/Professional Development Day

Ross Valley Charter School Appendices and Attachments
Ross Valley Charter School

Fourth / Fifth Grade Student Progress Report

Student: _____ School Year: **2016-17** Grade Level: _____ Teacher: _____

KEY: Consistent Developing Not Yet Observed

READING

	NOV	MAR	JUN
4th Grade Benchmark Reading Level: Q R S			
5th Grade Benchmark Reading Level: T U V			
Reads with accuracy and fluency at this level:			
Compares and contrasts characters, settings, events, and stories			
Determines a theme of a story, how characters respond to challenges; summarizes a story			
Determines the meaning of words and phrases as used in a text, including figurative language			
Quotes from a text when explaining what the text says and drawing inferences			
Determines main ideas of a nonfiction text and supporting details; summarizes a text			

WRITING

	NOV	MAR	JUN
Writes narratives: establishes situation, develops characters, organizes events, uses dialogue, description, transitional words, sensory details, provides conclusion			
Writes opinion pieces in an organized structure: introduces topic clearly, states opinion, provides reasons supported by facts, includes concluding statement			
Writes informative/explanatory texts: introduces topic, provides observation/focus, groups related information, provides facts, definitions, details			
Develops and strengthens writing by planning, revising, editing			
Uses technology to produce and publish writing			
Conducts short research projects that use several sources to build knowledge by investigating different aspects of a topic			

21st CENTURY SKILLS

	NOV	MAR	JUN
Works independently with confidence			
Is self-motivated and takes initiative			
Works collaboratively with others			
Demonstrates creative thinking			
Perseveres			
Uses a variety of strategies to solve problems			
Seeks out and uses resources			
Shows adaptability			
Is organized and responsible for personal belongings, classroom materials, and homework			

SOCIAL / EMOTIONAL DEVELOPMENT

	NOV	MAR	JUN
Demonstrates self control			
Follows school rules and class agreements			
Works and plays cooperatively			
Is helpful to others			
Accepts responsibility for own behavior			
Respects rights and opinions of others			
Shows consideration and respect for peers			
Shows consideration and respect for adults			

WRITTEN CONVENTIONS

	NOV	MAR	JUN
Spells words using knowledge of spelling patterns			
Writes in complete sentences; recognizes and corrects fragments and run-ons			
Uses punctuation correctly and effectively			
Punctuates dialogue correctly			
Uses correct capitalization			
Starts new paragraphs appropriately			

SPEAKING & LISTENING SKILLS

	NOV	MAR	JUN
Engages effectively in collaborative discussions			
Plans and delivers oral presentations to share information or present an opinion			

SCIENCE

	NOV	MAR	JUN
Understands content and concepts			
Shows interest and enthusiasm			
Concepts: NOV:			
MAR:			
JUN:			

SOCIAL STUDIES

	NOV	MAR	JUN
Understands content and concepts			
Shows interest and enthusiasm			
Concepts: NOV:			
MAR:			
JUN:			

SPECIAL CLASSES

Specials Key

- M Meets standards
- P Progressing toward standards
- N Not meeting standards

MUSIC

	NOV	MAR	JUN
Participates consistently and appropriately			
5th: Demonstrates achievement of targeted musical skills and techniques			

ART

	NOV	MAR	JUN
Demonstrates effort			
Works responsibly			

PHYSICAL EDUCATION

	NOV	MAR	JUN
Understands concepts and actively participates			

ATTENDANCE

	NOV	MAR	JUN
Days Enrolled			
Days Absent			
Days Tardy			

SUPPORT SERVICES:

Ross Valley Charter School Appendices and Attachments

Student:

School Year: **2016-17**

Grade Level:

Teacher:

MATHEMATICS (4th grade standards)	NOV	MAR	JUN
Uses a variety of strategies to solve problems.			
Communicates mathematical thinking verbally and in writing.			
Reads and writes multi--digit whole numbers using base--ten numerals, number names, and expanded notation.			
Compares multi--digit numbers using <, >, and =.			
Rounds multi--digit whole numbers to any place.			
Fluently adds and subtracts multi--digit whole numbers.			
Uses addition and subtraction to solve problems with whole numbers, including variables.			
Uses multiplication and division to solve problems with whole numbers, including variables.			
Finds factors, multiples, and prime numbers in the range from 1--100.			
Memorizes to automaticity the multiplication facts through 10 x 10.			
Multiplies a multi--digit number by a one--digit number.			
Multiplies two two--digit numbers.			
Shows equivalent fraction with visual models.			
Compares fractions with different numerators or different denominators using <, >, and =.			
Adds and subtracts mixed numbers with like denominators.			
Multiplies a fraction by a whole number.			
Uses decimal notation for fractions with a denominator of 10 or 100.			
Adds fractions with denominators of 10 and 100			
Compares decimals to hundredths using <, >, and =.			
Performs long division with one--digit divisors.			
Makes a line plot to display a data set in fractions of a unit.			
Classifies two--dimensional figures based on their lines and angles			
Draws points, lines, rays, angles, perpendicular and parallel lines.			
Identifies right, acute, and obtuse angles.			
Measures angles using a protractor.			
Recognizes a line of symmetry.			
Applies formulas for area and perimeter of a rectangle.			
Generates and analyzes number and shape patterns.			
Solves problems involving measurement and conversion of measurements within a given system.			

MATHEMATICS (5th grade standards)	NOV	MAR	JUN
Uses a variety of strategies to solve problems.			
Communicates mathematical thinking verbally and in writing.			
Applies rules for orders of operation.			
Reads, writes, rounds, and compares decimals to the thousandths.			
Fluently multiplies multi--digit whole numbers.			
Divides multi--digit dividends by two--digit divisors.			
Adds and subtracts decimals to the hundredths.			
Multiplies decimals to the hundredths.			
Divides decimals to the hundredths.			
Finds equivalent fractions.			
Adds and subtracts fractions, including mixed numbers, with unlike denominators.			
Converts improper fractions and mixed numbers (i.e. $4/3 = 1 \frac{1}{3}$).			
Multiplies whole numbers by fractions.			
Divides whole numbers by fractions.			
Converts measurements within a given measurement system (i.e. metric or customary).			
Applies the formulas $V = l \times w \times h$ and $V = b \times h$.			
Graphs points on a coordinate plane.			
Classifies two--dimensional figures into categories based on their properties.			
Computes area of a triangle and parallelogram.			

Fifth grade standards rely heavily upon a strong math foundation. To build in complexity, many fourth grade concepts are reinforced throughout fifth grade, although they have been separated here for report card purposes.

Comments:

A Day in the Life of Lucy (K-1)

Six-year-old Lucy is starting first grade and does not have to change teachers or classrooms. Lucy is excited to have a living creature to touch, investigate and learn about. She knows that each class starts the year by studying a live critter and she'll become an expert over the course of the next month and then share her knowledge with the other classrooms in a presentation at The Critter Carnival. Lucy gives a quick hug to her mom and runs to one of the classroom tables. She reaches into the tank filled with rich soil and night crawler worms. She sits with a group of four other children and they pull the worms from the soil and begin to examine them.

The worms sit on a clear plexiglass table. Lucy crawls under the table to examine them from below. She uses her creativity and begins to imagine that she is a worm looking up at all the other worms. Another child notices that the worms are different sizes, some longer, others wider. The children hear a soft bell ring, and they all gather on the rug for circle time. As Lucy observes the worms, other students filter in and assemble.

Lucy begins her week knowing she has some responsibility for keeping the class running smoothly, and gets to choose from among various class jobs: Fish Feeder, Plant Helper, Taking Attendance, Table and Chair Monitors, Calendar Keeper, and Kindness Keeper (records and reports to the class kind deeds that are witnessed throughout the week). Lucy places the popsicle stick with her name on it in a Class Jobs Chart pocket labeled with the job that she wants. Lucy and her kindergarten partner choose to be the Class News reporters. They ask the class what topics they feel are newsworthy. A few hands are raised. Lucy calls on them and the teacher writes their suggestions on the whiteboard: seeing our friends, studying worms, sign up for the family campout were some of the class suggestions. The class votes for the reporters to write about studying worms. Lucy will write their observations and other things they know about worms and her partner will illustrate it.

The teacher presents the center time choices and dismisses the children to choose which activity they want to begin with. The room comes alive as children move around independently. They discuss, collaborate, and participate in a variety of activities in different curriculum areas (math, science, language arts, toolbox, art, etc.). There are parent volunteers stationed at the writing and math tables, while the teacher oversees them all. The children are responsible for checking the work (via the teacher, a peer, or a parent volunteer) and crossing their name off of the "I have been to this center" list and putting it in either the "work-in-progress" or the "completed work" box. There is a steady hum of voices as children initiate their learning and share their ideas with each other, parents, or teacher.

Lucy feels comfortable asking for help because she sees some familiar faces from last year. It's a safe classroom environment that runs smoothly. Lucy has chosen to be part of a small group reading *A Diary of a Worm* by Doreen Cronin. She has decided to write her own book using a similar format.

While recording observations about the worms in class, her kindergartner partner challenges her to a worm race. They measure the distance and the time it takes for their worms to wriggle across the finish line. Lucy decides this will be a page in her book, but hears the teacher's signal alerting the students it's five minutes until cleanup, so she gathers her work in progress and prepares to share her ideas with the class. Lucy listens to her classmate, Felix, describe how he built a worm obstacle course. He asks the teacher if he can test it out after recess. She agrees as the recess bell rings.

After snack recess, the children return to the classroom for Choice Time. They get to choose from among a variety of activities: dressing up in the playhouse area, painting at the easel, building with blocks, Legos, Lincoln logs, and big PVC pipes, or working on their own idea. Often the class is rearranged as several groups of students build stores, castle parts, or other imaginary settings.

Lucy works with several other children to set up the kitchen for making bread together. One cuts the wheat, another grinds the wheat and a third preps all the materials for baking the bread. This is collaborative playtime that was inspired by the traditional folktale of The Little Red Hen, whose moral is the now-well-known "It takes a village."

Lucy's good friend, Felix, can make something out of nothing. He loves the Creation Station, where their creativity begins. The Creation Station is a supply of recyclables — pipe cleaners, old magazines, egg cartons, etc. — where children can invent and build things. One child sews a dress while others use recycled goods to build an airplane, a home for a gnome and a board game. Lucy's kindergartner partner and several other children across the room are acting out the village scene of getting water from a well, as the first graders learned in their study of the Middle Ages last year. Her little buddy tells Lucy that she is hungry, for real. Lucy guides her year-younger partner over to the brain food bins, where students may serve themselves small cups of crunchy, chewy or other brain-stimulating food to enjoy and energize while they work.

Lucy's kindergartner partner's internal clock is right on target, as it is now time for the whole school to have the lunch and then recess together for 45 minutes. Lucy is one of twenty students who have chosen to be among the "campus keepers." Lucy's responsibility is to sort the lunchtime garbage into recyclable, compostable, and landfill matter. This heightened awareness of taking care of the campus instills a sense of ownership.

After lunch, Lucy and her classmates gather their small pillows and/or their "fiddle-fee" box from their cubby and find a comfy place on the carpet to listen as their teacher tells a fairy tale, "The Frog Prince," without a book. Lucy begins to imagine her own version of the frog's golden ball as she listens intently, while molding a ball out of the bit of clay in her "fiddle-fee" box. Each child is given a small box of clay, yarn and a paper clip that is kept in their cubby. They may get their "fiddle-fee" box to help them pay attention whenever they feel like they need to fidget. When the story comes to an end, Lucy knows she will have the choice of journal writing, participating in a project-based

activity, or gardening. Some days she'll get to attend music or art, or visit the school library.

The afternoon is also an opportunity to provide time for student-led lessons. Lucy has brought in a large dried sunflower full of seeds to share with the class. She explains the lifecycle of the flower and she has even brought in tweezers for the children to pull the seeds out with. She asks if she can make it a Class Center Time choice for her classmates. The teacher supplies her with several microscopes to further the investigation and hundreds charts to count the seeds of Lucy's sunflower. The self-esteem and confidence-building that occurs when a child feels like an expert is invaluable.

Bringing the school day to a close is a daily ritual in each classroom. As a first-grader, Lucy uses the "star-wand" to gently tap each of the kindergartners so they can be dismissed at 2 p.m. The first-graders have the last hour in a smaller class. Instructional lessons at this time vary throughout the year. It may be a lesson on place value, one-on-one reading instruction, writing and completing surveys, or could entail the first-graders deciding they want to do a play for the kindergartners and practicing to present it the next day. Lucy helps to pass out the whiteboards and pens to all the first-graders as she prepares for a Word Study Lesson. Lucy and her classmates treasure the "alone" time they get with their teacher.

As the day winds down for the first-graders, the teacher may read a chapter of a book, sing a class song, or the whole class may recite a poem. For example, one closing poem is; "Our work, our play, our song, in us becomes the light. We carry it along, until stars shine through the night." When transitions throughout the child's day are honored, the child feels safe and looks forward to coming to start another day at Ross Valley Charter School.

Several days later, at pickup time, Lucy's parents report to the teacher that Lucy is so happy to come to school. Lucy's parents share with the teacher a quote from Ruth Asawa, a noted San Francisco artist who championed art in the schools: "A child's joy of learning — one vital natural resource we dare not neglect."

As they offer the teacher a hug, they embrace knowing that they are all working together for the benefit of Lucy, her classmates and their future growth.

A Day in the life of Jackson: 4th/5th Grade

Jackson arrives at the Ross Valley Charter School ten minutes before the bell will ring. He locks his bike in the bike rack, chatting a bit with a few friends around. He dangles his helmet from the handlebars and heads towards his classroom. Hanging his backpack from his hook, he takes a moment to check out the garden that he and his classmates helped plant. The native California plants are starting to sprout. Next, he walks towards the group of his classmates that have congregated around the classroom door.

The bell rings, and Jackson and his classmates continue to chat and share, as more classmates come towards the group to start the day. Jackson's teacher opens the door, along with the other 4/5th grade teacher, and as the classes start to calmly enter the room, the chatter dies down, and instead the teacher greets Jackson and his classmates.

Once inside, Jackson, noticing the chairs are up on the tables, begins to take chairs down, along with his classmates. He looks to the schedule and notices the first item is "class meeting." Jackson heads to the rug, taking a seat in a circle. His friend, Matt, comes to sit down next to him, and soon the circle is filled in with his class and teacher. Since the class didn't get a chance to talk about the field trip they took the day before, the teacher starts by asking if anyone has anything to share. The sharing goes around the circle; some students pass, some students share. Jackson shares his favorite moment from the field trip. He notices Bella then puts her thumb up and he calls on her. She shares with him that she also loved that part of the field trip too, and wonders if he noticed that the docent was the same docent they had last year on their trip.

Once the group has shared, the teacher goes over the schedule and any special announcements/expectations for the day. Jackson gets excited when she mentions that during their science/project time, the groups will design their own experiments. Jackson has been thinking about ideas for his group for a couple days.

The teacher excuses the class for reading workshop. Jackson heads to his cubby to get his reading folder and pencil. He makes his way back to the rug, and while he waits, he looks at his character notes he's been writing for his book: Bud, Not Buddy. His teacher shares a story with the class, stopping along the way to share ways she can pay attention to the character's actions (what the character does), to establish their characteristics. She models how she looks to the way

the character acts and reacts, explaining the difference between the two. During a turn-and-talk, Jackson and his partner debate whether Bud running away is an action or re-action on Bud's part. When the mini-lesson is over, Jackson heads to a beanbag with his supplies to read. During his reading, Jackson takes notes about Bud's character to share with his partner. During partner time, Jackson shares his thoughts, at one point reading a passage to his partner to make his point. When they know they have two minutes left, they make a plan for reading that night. Jackson would like to read twenty pages again, as he feels it is the right pace for him.

The students gather side by side with their read-aloud partners. His teacher asks for partner A to please give a quick review summary of what happened with Esperanza in yesterday's reading. Jackson's teacher reads for 25 minutes, at times stopping to think aloud, or have students share.

Jackson heads outside to get a snack and runs to the shade to eat, before shooting some hoops with a group of friends.

After recess, Jackson gets some water before heading into the classroom and to his cubby to get his writing notebook and pencil. He sits on the rug next to his writing partner. His teacher uses the presenter to shares a student's boxes and bullets plan for a personal essay. Then she hands out copies of a personal essay she wrote, and a blank outline. Jackson works on figuring out boxes and bullets based on the essay. They find evidence of the thesis in the first paragraph and put that

inside the box. After the mini-lesson, Jackson goes off to create a box and bullet outline for his personal essay about what he's learned from being on a basketball team. During the bullet (supporting ideas), Jackson gets stuck and can't think of a third reason. He walks over to his partner and asks for help. His partner looks over what Jackson has already written and asks some questions. Jackson looks at his partner's box and bullets. Feeling like he has an idea, Jackson heads back to his work table and continues.

Once he feels his draft is done, Jackson grabs a computer off the cart, and creates his thesis and supporting ideas plan, then shares it with his teacher via Google Docs. With 15 minutes more of writing workshop, Jackson is finished with today's work, he gets out his vocabulary page and works a bit on Greek and Latin root words.

At lunch Jackson sits with a large group, and after cleaning up after themselves, walks to the basketball court to play knockout.

After lunch Jackson walks into the class, picks up a pencil from the bin, and heads back to his cubby to get his math materials. Jackson sits with his group, a table of 5th graders from his class and the other 4/5th grade. The group has been given a problem-solving task. They have an envelope of clues, and working together they share, work to solve the problem, each write down their work, and use a problem-solving tool to help. Jackson draws a picture to help show his thinking, and writes what he believes is the equation and answer underneath his picture. The teacher walks around, as well as a parent volunteer, checking in with the groups, asking questions, and giving help if needed. During math time Jackson works on equivalent fractions with a small group and his teacher on the rug. His teacher uses fraction pieces and the group is given strips to review equivalent fractions. The rest of the class is working on equivalent fractions

independently, and some are writing a guide to finding equivalent fractions for others to use.

At the end of math, Jackson writes down his homework, and the classes mix again. Jackson leaves to use the restroom. When he returns, he gets his science journal, pencil, and joins his geology group. For the rest of the day they work on designing an experiment with erosion. His group looks in their science books and on the computer for ideas, and to research erosion a bit more. The group decides to test whether the small rock particles they have will move farther from water or wind. The group writes out their investigation. His teacher checks in and asks how they will simulate rain and wind? Jackson's group wants to use the garden hose and put it on mist for light rain to test, and also test heavier rain using the spray. Jackson has an idea to see if they can use the fan the librarian uses in the library. With permission, Jackson and a group partner walk to the library, and return a few minutes later with the fan.

During the next hour, Jackson's group tests the tray of rocks, measuring the movement, and recording their results. At the signal for clean-up, the groups work to clear their work stations, and put away materials. The teacher calls the class together for groups to share anything interesting so far, but runs out of time for all to share. She promises a morning circle for sharing if anyone still would like that.

Jackson is excused, thanks his teacher, and walks to the bike rack to pedal home.

Appendix H: Enrollment and Lottery Procedures Board Policy

CHARTER SCHOOL POLICY

STUDENT APPLICATION ENROLLMENT AND PUBLIC RANDOM DRAWING/LOTTERY POLICY

Overview

This Policy shall apply to the Ross Valley Charter School (“Charter School”). This Policy shall be published in the instructions for student application for admission, the Charter School’s Parent and Student Handbook, and on the Charter School’s website, currently www.RossValleyCharterSchool.org.

All students who wish to attend the Charter School shall be admitted, subject to the Charter School’s capacity. If there are more applications than the Charter School has capacity, enrollment, except for pupils currently enrolled in the Charter School, shall be determined by public random drawing (or “lottery”), conducted in accordance with the procedures described below.

The lottery is held in March. Information about the date, time and location of the lottery will be posted on the Charter School’s website, at the school site, included in public notices, newsletters and/or flyers posted in the community, and will be available by calling the Charter School information number that will be included on all student admissions/lottery materials.

The Charter School strongly encourages all potential applicants to review the charter and the Parent and Student Handbook (available on the Charter School’s website), and published information regarding the Charter School, prior to submitting an application for admission.

Assurances

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In addition to any other requirement imposed under law, the Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of 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.

The Charter School's Board of Trustees shall ensure that student outreach activities and information sessions, including but not limited to those activities as described in the Charter School charter, which are designed to recruit a broad, diverse representation of students, are conducted in accordance with the charter.

A. Application for Admission

1. Submission of an application for admission is not a guarantee of admission to the Charter School; if there are more applications in any year than there are available spaces in each grade as described in Section B.2 below, the application will be an entry into the Charter School's lottery. If an applicant does not submit an application by the posted open application deadline, the applicant will not be entered into the Charter School's lottery.
2. There is no fee to apply to or attend the Charter School.
3. All applicants must complete an application for admission. Applications are available online and at the Charter School and must be received by the Charter School staff at the Charter School administrative office. Applications for admission for each academic year are valid solely for that academic year. Any offers of admission to the Charter School or waiting list positions from one academic year shall not carry over to any other academic years. Any applicant who was not offered admission in one academic year, and who wishes to reapply to the Charter School in the future, must submit a new application for the new academic year by the posted open enrollment deadline. If the lottery happens in the first year special arrangements may need to be made to receive applications at a different location.
4. Applications for enrollment must be received at the Charter School's administrative office with a postmarked date no later than the specified application deadline date of the year of enrollment (e.g., February 2, 2016 for enrollment in academic year 2016-17). Applications may be hand-delivered prior to the specified deadline date. Submitted applications will be date- and time-stamped by the Charter School's staff. The application deadline will be posted on the Charter School's website and also indicated on all admissions applications. Email and facsimile copies of applications

Adopted/Ratified: July 12, 2015
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will not be accepted. If the Charter School develops the capacity to have on-line applications, this policy will be amended accordingly to accept these applications.

5. Once an application is received, it is “on file” for entry in the lottery. Applicants may phone or email Charter School staff to ensure receipt of the application.
6. Applications received with a postmarked date after the specified application deadline date, or hand-delivered after that date, will not be placed in the lottery but are marked with the date and time of receipt and will be added to the waiting list in the chronological order received by the Charter School, with no admissions preference taken into account.

B. Admissions Selection Process and Public Random Drawing/Lottery

1. Each year, the Board of Trustees, acting on recommendations from the Charter School Director (or designee), will approve a plan for school size for the upcoming academic year, which shall include the capacity per grade level, and in accordance with the charter. For capacity purposes, Transitional Kindergarten and Kindergarten will be considered one grade level. Transitional Kindergarten is for children who will have their fifth birthday between September 2 and December 2.
2. If, at the end of the open enrollment period, the Charter School receives more applications than it has capacity for any grade as determined by the Board of Trustees, except for existing students of the Charter School, admission shall be determined by a public random drawing in accordance with Education Code Section 47605(d)(2).
3. **Lottery Date and Time:** The lottery shall be held within eight weeks or less of the application deadline. Public notice of the lottery will be posted at the school site and on the Charter School’s website, regarding the date, time, and location of the lottery.
4. **Lottery Location:** The lottery will be held in one of the classrooms at the Charter School, or in the first year before school is opened it will be held at a public facility within the Ross Valley School District (“District”) boundaries. If necessary, the location of the lottery will be arranged to ensure maximum parent participation in a public space large enough to safely accommodate all interested families.
5. As specified in the Charter School’s charter, **exemptions from the lottery and preference in the lottery** will be given in the following order:
 - a. Existing students of the Charter School will be exempt from the lottery (not applicable in first year)

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- b. Children of current employees of the Charter School and founders identified in the petition or subsequently by the Governing Board (both categories together not to exceed 10% of the Charter School's total enrollment) will be exempt from the lottery
 - c. Siblings of current students of the Charter School will be exempt from the lottery
 - d. English Learners whose primary language is not English, and/or students who are eligible to receive Free or Reduced Price Lunch, and who are residents of the District (4:1 preference)
 - e. Residents of the District (3:1 preference)
 - f. Students who reside outside of the District
6. If a student is extended an offer of admission due to one of the preferences, the Charter School shall require **supporting documentation** from the parent/guardian with the student's enrollment package. The Charter School shall conduct verification of such documentation prior to finalizing the student's enrollment. If the student was offered enrollment via a preference (e.g., 5 (d) and (e) above) and the Charter School deems that the student does not qualify for that preference, the offer of admission will be rescinded and the student will be placed at the bottom of the waiting list.

Acceptable proof of residency will include the following:

- a. Utility bill (current bill within 30 days)
- b. Homeowner's or renter's insurance policy
- c. Lease agreement
- d. Current property tax bill from the County Tax Collector's Office
- e. Official letter or form from a social services or government agency (current within 30 days)

Acceptable proof of status as an English Learner:

- a. Completion of the Home Language Survey indicating a language other than English is primarily spoken in the home

Acceptable proof of status as eligible for Free or Reduced Price Lunch (FRPL)

- a. Most recent W2 statement for parent(s)
- b. Completed FRPL enrollment form indicating eligibility

7. **Existing students** are exempt from the lottery and are guaranteed enrollment in the next academic year if the following step is completed:
- a. Letter of Intent: The Charter School will distribute a "Letter of Intent" to parents of currently enrolled students annually in January. This letter must be returned to the Charter School by the specified date in order to secure the student's enrollment at the Charter School. The letter will state the parents'

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intention for their student(s) for the following year. Parents who do not return the letter by the specified date will be contacted by the Charter School at least two times to attempt to assure that the letter is returned. If the letter is not received within three weeks of the specified date, the Charter School will document in its records and inform the parents that the student is not re-enrolling at the Charter School.

8. **Children of current employees** of the Charter School and **identified founders** of the Charter School, as identified in the charter petition or identified by the Governing Board before the first lottery, are exempt from the random public drawing, but admission is not guaranteed. For purposes of this policy, the term “current employee of the Charter School” is defined as an employee of the Charter School who works at least half time.. If more children of current employees apply than the Charter School has capacity (after taking into account admission of existing students), a lottery among only children of employees and identified founders will be utilized and a waiting list will be generated for children of employees and founders who exceed capacity. If needed, this waiting list will be utilized as the beginning of the overall admissions waiting list. Children of employees and named founders must submit an application for enrollment in accordance with the Charter School’s policy. Applicants must indicate on their application if they are the child of a current employee at the Charter School or the child of a named founder.
9. **Siblings** of currently enrolled students are exempt from the random public drawing, but admission is not guaranteed. This exemption has been established because keeping families together is an important value in our community. For purposes of this policy, the term “sibling” is defined as a child who has at least one biological or adoptive parent in common with the existing pupil, or who has been legally adopted by or placed under legal guardianship of at least one biological or adoptive parent of the existing pupil, or is a step-sibling. If more siblings apply than the Charter School has capacity (after taking into account admission of existing students, and children of current employees and named founders), a lottery among only siblings will be utilized to admit siblings, and a waiting list will be generated for siblings who exceed capacity. If needed, this waiting list will be utilized as the beginning of the overall admissions waiting list, but it would follow a waiting list generated from students qualifying for higher exemption categories, if any. Siblings of currently enrolled Charter School students must submit an application for enrollment in accordance with the Charter School’s policy. Applicants must indicate on their application if they have a sibling currently enrolled at the Charter School.
10. **English Learners (as defined by the California Department of Education) and students who are eligible to receive Free or Reduced Price Lunch and who reside in the District** will be given an 4:1 weighted admissions preference in the admissions process if a lottery is held.

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11. **Students residing within the District** will be given a 3:1 weighted admissions preference in the admissions process if a lottery is held.
12. **All other applicants** will not receive a preference in the lottery.
13. **Lottery Procedures:** The lottery will be operated by at least two currently employed Charter School staff members with no personal interest in the lottery. The first year it will be conducted by Governing Board members. The lottery will be open to the public and families will be encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils for whom applications were received by the application deadline. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Transitional Kindergarten and Kindergarten will be considered one grade level for the purposes of capacity and the lottery.

Each prospective student will be assigned a number. The assigned number of each prospective student will be written on poker chips that are of equal size, shape, and weight. If a student qualifies for an admissions preference, a number of chips will be entered for that student which is equal to the preference weighting. The chip will indicate if the applying student has a sibling(s) that has also submitted a timely application. All chips will be placed into a container or lottery device that will randomly mix the chips.

The persons leading the lottery will draw the chips one at a time and read the number on the chip. As each chip is pulled it will be posted visibly on a display in the order it was chosen. Numbers will be given a numerical ranking based on the order they were drawn. If a chip is drawn that indicates a sibling, because of the Sibling Exemption described in Section 9 above, the sibling(s) will be assigned the next available numerical ranking for the sibling's grade level if that sibling has also submitted a timely application. If maximum capacity has been reached in a particular grade level, and the applicant drawn in the lottery has a sibling in that particular grade that has reached capacity and has also submitted a timely application, enrollment shall be determined on a case-by-case basis as determined by the School Director.

The drawing will continue until all chips have been drawn and all numbers have been assigned a numerical ranking. These rankings will be recorded on paper and in an electronic database that will be double checked by the lottery officials.

14. During the lottery, once maximum enrollment is reached for a grade, the remaining numbers will continue to be drawn and will be placed on a **waiting list** in the order

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drawn. If vacancies occur, the vacancies will be filled according to the waiting list. Once all enrollment slots have been filled, remaining students will be added to the waiting list in the order in which they were randomly drawn, which takes into account their admissions preference, if any. Records will be kept on file at the Charter School documenting the fair execution of the lottery. When a space opens, the student at the top of the waiting list will be offered admission.

15. Results from the lottery will be posted in hard copy in public locations. Follow up phone calls or emails will be made to those applicants who will be offered an enrollment spot as the spot becomes available.
16. Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic school year unless otherwise requested by the parent/guardian to be removed. The waiting list shall be cleared at the end of the academic year for which the lottery was drawn and shall not carry over from one year to the next; students who remain on the waiting list at the end of the academic year will be required to submit an application again for the next school year.

C. Admissions Offers and Acceptance of Offers/Enrollment

1. Following acceptance through the lottery, families who are offered admission at the Charter School will have fifteen (15) business days to complete the following:
 - a. Registration Packet: All forms in the Registration Packet must be completed to gain enrollment at the Charter School. Each packet will include a “Registration Check List” to assist parents/guardians in ensuring that all necessary paperwork is accounted for and submitted to the Charter School. All paperwork and documentation, as indicated in the packet, must be returned per the Charter School’s instructions. Those who were selected in the lottery and had a preference will be required to return the appropriate documentation for the preference category as referenced in Section B.6 above.
2. Enrollment offers are valid only for the applied-for academic year. There is no option to defer an offer for enrollment. No *added* preference in the future will be given to an applicant who is offered a slot and declines that slot. However, applicants who remain eligible for admissions preference, as defined above, may still receive such preference if they decline an offer of enrollment and then reapply for a future academic year.
3. If slots become available because an accepted student declines acceptance or a student leaves the Charter School after the start of the academic year, or as slots become available, the Charter School staff will notify families on the waiting list via telephone and/or email (as stated in the student’s application for admission) in the

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order they appear on the waiting list. Families shall have 5 business days to accept the enrollment slot (via telephone or email to the Charter School) and proceed with the enrollment process. Applicants must complete a registration packet with all required documentation by the deadline given by the Charter School to confirm enrollment. This procedure may be repeated until all slots for the upcoming/current academic year have been filled with applicants who confirm their enrollment in the Charter School. If an applicant is offered admission and does not accept within five business days, the offer of admission will be rescinded, and the student will be removed from the waiting list.

D. Issues Not Covered Under this Policy

In the case that the procedures herein do not cover a situation that arises during the admissions and enrollment process, the School Director will take any additional steps necessary to execute the admissions and enrollment process.

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Appendix I: Job Descriptions

- Classroom Teacher
- Special Education Teacher
- English Language Development Teacher
- Intervention Teacher
- Spanish Teacher
- Physical Education Teacher
- Family Outreach/Support Coordinator
- Counselor
- Lunch and Recess Aids
- School Director
- Business Manager

CLASSROOM TEACHER

Ross Valley Charter School (RVC) hires teachers who are committed to creating challenging learning environments and opportunities for all students, continuous learning and improvement, creating a culturally responsive classroom environment, and building meaningful connections with families and the community.

As an RVC public school educator, classroom teachers will have the opportunity to work with a diverse group of students alongside supportive and talented colleagues. They will be an integral part of the school's effort to ensure that every student who enrolls in our school will get an education preparing him and her to be ready for college, career, and life.

We want talented people from diverse backgrounds and experiences, who share our Core Beliefs, philosophy of learning, and who are motivated to unleash our children's potential. RVC teachers are strong collaborators, skilled communicators, problem solvers, and are comfortable in a community of continuous learning.

ESSENTIAL DUTIES AND RESPONSIBILITIES

In accordance with the California Standards of the Teaching Profession, teachers work under the supervision of School Director and in collaboration with their school staff, families and community, and are responsible for the fulfillment of the essential duties set forth below:

- Support school-wide academic performance goals
- Create challenging learning environments and opportunities for all students
- Develop a culturally responsive and proficient classroom environment
- Work closely with colleagues to develop curriculum, analyze assessment results, support students, and reflect on teaching practices
- Seek continuous improvement of practice for self and colleagues
- Build connections with students, families, and community to support student learning
- Other duties as assigned by the School Director

MINIMUM QUALIFICATIONS

Possession of a valid California Elementary School Teaching Credential (or out-of-state equivalent)

SPECIAL EDUCATION TEACHER

Under the direction of the School Director, the special education teacher plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

ESSENTIAL DUTIES AND RESPONSIBILITIES

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.) The special Education Teacher is expected to:

- Provide direct and indirect instructional support to students in a positive environment.
- Collaborate with classroom teachers to provide support services for students with IEPs.
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests.
- Teach socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system.
- Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Establish an environment conducive to learning for all students.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.
- Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings.
- Provide crisis intervention, as needed, for students.
- Assist in collection of data for providing appropriate classroom interventions.
- Serve as a member of a multidisciplinary team as appropriate.
- Assist in preparation of data for local, state, and federal reports.
- Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities.

- Perform related work as required.

MINIMUM QUALIFICATIONS

Special Education Certification

At least 3 years of experience as a Special Education Teacher

ENGLISH LANGUAGE DEVELOPMENT TEACHER

The English language development (ELD) teacher at Ross Valley Charter (RVC) is a part-time teacher. The ELD teacher is responsible for ensuring the school's English language acquisition services are effective in meeting the needs of English language learners (ELs). This includes coordinating beginning-of-year home language questionnaires, administration of CELDT tests for ELs, and development of a plan for services based on students' needs. The ELD teacher provides pull-out support for ELs as appropriate. The ELD teacher also provides support for core academic teachers on sheltered instruction and other strategies to meet the needs of ELs in the regular classroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The ELD teacher at Ross Valley Charter is expected to:

- Possess a clear and effective pedagogy that embodies our beliefs that instruction must be engaging, relevant, and challenging.
- Understand and apply effective strategies for intervention and differentiation for ELs in the classroom. Provide support for other RVC teachers in implementing effective intervention strategies for ELs.
- Create a weekly schedule and provide quality instruction and support for small groups of ELs.
- Communicate with other RVC teachers regarding ELs' needs and required classroom modifications and accommodations.
- Provide push-in support as needed and as time allows during core academic classes.
- Administer the Student Language Data Form/Parent Home Language Questionnaire as part of the enrollment process to identify students whose Primary or Home Language is Other Than English (PHOLTE).
- Administer a CELDT test at the beginning of each year for all PHOLTE students. Administer appropriate assessments for ELs annually each spring to ensure ELs are making adequate progress.
- Monitor the academic progress of ELs throughout the year to ensure they are making progress toward becoming proficient in English.
- Embed opportunities for student critical-thinking, communication, collaboration, and creativity, as well as use of technology and digital media, into all work with students.
- Develop appropriate and healthy relationships with students, including advocating for them and their success.
- Maintain open and consistent communication with teachers, students, and their families about their academic progress. Also communicate proactively with colleagues about student needs to ensure integrated support.

- Be an active participant in a supportive professional community that fosters respect, trust, risk-taking, open-mindedness, flexibility, collaboration, and continuous improvement.
- Operate in a demanding but rewarding environment that requires staff to be flexible problem-solvers who manage ambiguity and challenges well.
- Dedicate oneself to the school's mission and Core Beliefs, adopting a "whatever-it-takes" attitude in helping our students succeed.

MINIMUM QUALIFICATIONS

ELD Certification

At least 3 years experience

INTERVENTION TEACHER

The Intervention Teacher supports the Charter School and its students to provide access and equity, and to ensure students have the habits, skills, and dispositions necessary for 21st Century success. The Intervention Teacher will work with students and school staff to monitor progress and provide targeted, intensive instruction designed to accelerate learning for designated groups of struggling students, including students with Special Needs. The Intervention Teacher provides direct intervention services to students, supports classroom teachers, and coordinates with other staff to ensure that all children can achieve at grade level through academic interventions. Methods used include (but not be limited to) implementation of intervention programs to assist children who do not master grade level skills from first instruction. The Intervention Teacher may work outside of traditional school-day hours to coordinate or provide academic support to students before or after school. The Intervention Teacher will have an opportunity to receive training and professional development in the use and integration of appropriate instructional materials and assessments in order to effectively deliver academic intervention to designated students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The part-time Intervention Teacher reports to the school Director and is responsible for the fulfillment of the essential duties set forth below:

1. Deliver and Demonstrate Targeted Instruction to Small Groups of Students or Individuals

- Provide best-practice instruction in English/language arts, English language development, or mathematics to targeted groups of students with the objective of dramatically accelerating their academic achievement; students will be identified by data analyzed in collaboration with the school principal, teachers, and leadership team
- Develop and deliver instruction using culturally and linguistically responsive pedagogy and assessment that incorporates effective student engagement strategies

- Ensure instruction is equally effective for students across all ethnicities, language backgrounds, and genders
- Actively participate in student performance data analysis and academic progress monitoring
- Collaborate and plan with the charter school staff.

2. Identify and maintain progress data for students that need intensive support

- Assist with administration of identified student assessments (diagnostic, formative, summative) of students and enter the student data in the district data system
- Create indicators for intervention and criteria for intervention, schedules, exit criteria, and communication with parents and teachers
- Assist with collecting data from instructional assessments to identify areas of academic areas of strength and needed growth or support
- Participate in Student Support Team and IEP meetings as appropriate

3. Improve Standards of Practice for Self and Colleagues

- Provide additional support across the school to ensure high levels of student learning and engagement (i.e., vetting academic interventions and teaching other teachers about them)
- Proactively communicate with parents regarding student progress towards identified learning goals and academic interventions implemented
- Assist teachers in developing and implementing differentiated instruction and/or classroom-based interventions

MINIMUM QUALIFICATIONS

Either a General or Special Education Credential

At least 3 years Response To Intervention experience

SPANISH TEACHER

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Spanish Teacher is expected to:

- Implement Ross Valley Charter's Spanish Language curriculum and utilize classroom routines and procedures with consistency
- Develop engaging and effective lesson plans and assessments
- Collaborate with classroom teachers to discuss student work and share best practices
- Participate in on-going professional development in the spirit of continuous improvement.
- Adjust instructional strategies in order to reach year-end goals
- Be receptive to feedback and a desire to continuously improve
- Use outstanding instructional skills, including the ability to motivate and challenge students and maintain an orderly classroom environment

MINIMUM QUALIFICATIOS

Bachelor's degree required
Must have preliminary credential in Spanish
Fluency in Spanish
Experience teaching Spanish to children

PHYSICAL EDUCATION TEACHER

The physical education teacher develops in each student an understanding of the relationship of good body function and exercise; motivates each student to cultivate physical fitness, hygienic habits, and good social and emotional adjustment; discovers and develops talents of students in physical achievement; and develops strength, skill, agility, poise, and coordination in individual, dual, and team physical activities and sports, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Physical Education Teacher is expected to:

- Teach knowledge and skills in physical fitness, health education, rhythms and dance, and individual, dual, or team sports, and other appropriate learning activities.
 - Analyze, demonstrate, and explain basic skills, knowledge, and strategies of formal sports, games, rhythms, and fundamentals of body movement.
 - Provide individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, to the extent feasible.
 - Provide appropriate safety instruction and makes safety checks on equipment and field areas to insure the over-all safety of pupils.
 - Incorporate information about physical and emotional health and nutrition.
-

FAMILY OUTREACH/SUPPORT COORDINATOR

The Family Outreach/Support Coordinator focuses on providing support to families whose primary language isn't English, and families from lower socio economic backgrounds, who may feel intimidated about participating in school events or activities or helping in the classroom. The Family Outreach/Support Coordinator provides parents with the support they need to engage in school events and activities of their choosing, if at all: support for translation, child care, or timing of activities can make the difference between a parent being able to participate or not.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Family Outreach/Support Coordinator is expected to:

- Recruit students from diverse backgrounds, assist with the enrollment process, and support families once they enroll at the Charter School.
- Ensure a strong home-school connection for EL families.
- Serve as a liaison between teachers and parents of EL students in order to answer questions, identify needs, and help families feel connected to the school community.
- Provide translation services during parent/teacher conferences as needed.
- Help advocate access to Charter School resources, ensure that students and their parents feel welcome/comfortable in the Charter School community, and serve as a bridge to help communicate with the student's educational team (i.e. teachers, support personnel, and administration).

MINIMUM QUALIFICATIONS

Fluent in Spanish

COUNSELOR

ESSENTIAL DUTIES AND RESPONSIBILITIES

The school Counselor is expected to:

- Coordinate with teachers, administrators, resource specialists and/or community (e.g. service clubs, courts, child protective services, etc.) for the purpose of providing/receiving requested information and/or making recommendations.
- Counsel students, parents, and guardians for the purpose of enhancing student success, academically, socially, and emotionally, in school.
- Monitor students' progress for the purpose of identifying issues and taking appropriate action for increasing student success.
- Prepare a variety of written materials for the purpose of documenting activities, providing written reference, and/or conveying information.
- Present information for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.

MINIMUM QUALIFICATIONS

Bachelor's degree required

Must have or be working towards school counseling certification

LUNCH AND RECESS AIDES

Lunch and Recess aides are expected to have the following knowledge, skills, and abilities:

- Knowledge of applicable school regulations, practices and procedures, or the ability to rapidly acquire such knowledge
- Knowledge of games appropriate for play during recess
- Some knowledge of the field of child development
- Some knowledge of student behavior management techniques
- Ability to effectively communicate with students, staff and others
- Ability to effectively monitor elementary students and to supervise playground and recreational activities
- Ability to communicate with students during lunch periods
- Considerable patience and demonstrated skills in working with children
- Excellent human relations skills

MINIMUM QUALIFICATIONS:

First aid and CPR certificate desirable.

SCHOOL DIRECTOR

The School Director of the RVC is the administrative leader at RVC, who models RVC's Beliefs and Mission, is the community leader of the Charter School and spearheads the development of culture, and has overall responsibility for student learning and performance. The School Director is hired by and reports to the Board. The School Director will be the President of the Corporation. The School Director attends all Board meetings but will not be a member. The School Director is a member of the interviewing and selection committee for other school staff. The School Director collaborates with the teachers as they develop the academic program, request professional development activities, and improve curriculum and instruction. The School Director provides support and resources aimed at increasing teacher effectiveness and leadership. The School Director also ensures that the connection between RVC and families is strong, mutually respectful, and marked by continuous communication about student learning and behavior. The School Director creates, facilitates, and supports a positive and productive ongoing collaboration between parents and staff at RVC consistent with RVC's Beliefs and Mission. The School Director is the primary liaison with the District, and with the County and State Offices of Education. A comprehensive description of the School Director's qualifications may be found in Element E—Employee Qualifications.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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

- Promote the success of all students and supports the efforts of the Governing Board to keep RVC focused on learning and achievement;
- Be responsible for all personnel and human resource functions and duties (The Leadership Council shall be involved in hiring processes and the selection of interview panels), including supervision and evaluation all RVC employees;

- Value, advocate, and support public education and all stakeholders;
- Recognize and respect the differences of perspective and style on the Board and among staff, students, parents, and the community—and ensure that the diverse range of views inform board decisions;
- Act with dignity, treat everyone with civility and respect, and understand the implications of demeanor and behavior;
- Serve as a model for the value of lifelong learning and support the Board’s continuous professional development;
- Work with the Board as a “governance team” and assure collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture;
- Understand that authority rests with the Board as a whole; provide guidance to the Board to assist in decision-making; and provide leadership based on the direction of the Board as a whole;
- Communicate openly with trust and integrity, including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications;
- Accept leadership responsibility and accountability for implementing the beliefs, vision, goals, and policies of the Charter School;
- Facilitate staff professional development and improvement;
- Ensure teachers have adequate collaboration time;
- Support, mentor, and encourage teachers, giving them feedback and working with them to improve their craft;
- Guide RVC in its collection and analysis of student learning data as outlined in Elements 2 and 3 of this petition and subsequent LCAPs;
- Oversee all necessary RVC, District, County, State, and Federal applications and reporting, and ensure they are completed in an efficient, accurate, and timely manner;
- Reach out to parents, Ross Valley School District, the County Office of Education, and the community to build collaboration directed at student success;
- Manage school revenues and expenses to stay within agreed upon budget;
- Be available for contact with parents, students, and staff to discuss student progress and problems after class, evenings, or on weekends (via phone or in person);
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.;
- Maintain professional standards and a school environment that is productive, safe, and focused on the organizational and school mission;
- Participate in school-wide and individual professional development;
- Promote collaborative problem solving and open communication between teachers, students, and families;
- Consult with the Leadership Council on decisions affecting RVC, and bringing Council recommendations to the Board;
- Make recommendations to the Board for approval of hiring and termination of RVC teachers and all other RVC employees;
- Ensure a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement;
- Communicate with RVC’s legal counsel as needed;
- Stay informed on current school laws and regulations, including those unique to RVC;
- Ensure that all legal qualification requirements are met by all RVC personnel;
- Monitor site safety, facilities and manage all operations and maintenance of facility;

- Approve all purchase orders, pay warrants, and requisitions according to the policies and procedures adopted by the governing board;
- Supervise grant writing processes;
- Administer/oversee enrollment and attendance, including development and implementation of policies and practices, and administration of waiting list;
- Oversee the preparation of all necessary financial and ADA reports.
- Coordinate RVC's annual financial audit, under the direction of the Board;
- Along with financial auditor, present financial audits of RVC to the Board, and after review and approval by RVC Board, ensure presentation to the authorizer, County Superintendent of Schools, the State Controller, and the California Department of Education and oversee implementation of all finding correction measures;
- Handle crime reports and other legal matters;
- Facilitate the charter renewal process;
- Oversee website, public relations, marketing, and outreach processes, as support may be needed or requested by the Council;
- Oversee Special Education program and attend IEP meetings, as necessary;
- Handle Child Protective Services referrals;
- Supervise student disciplinary matters;
- Coordinate the administration of CAASPP testing;
- Plan and coordinate student and parent orientation;
- Facilitate educational and RVC events and activities;
- Oversee strategic planning;
- Develop RVC Board meeting agendas in conjunction with the Board Chairman in compliance with the Brown Act; oversee preparation and distribution of all Board meeting materials;
- Propose policies and make recommendations for adoption by the Board;
- Oversees maintenance of RVC policies and employee, parent, and student handbooks in conjunction with the Council and with the approval of the Board;
- Develop RVC Council meeting agendas in conjunction with the Council Facilitator; oversee preparation and distribution of all Council meeting materials;
- Correlate RVC goals with a user-friendly strategic fiscal plan;
- Develop, in conjunction with the Board, staff, and parents, an annual user-friendly RVC budget and LCAP meeting all the input and participation subgroup requirements of California law; and
- Facilitate LCAP process.

QUALIFICATIONS OF THE SCHOOL DIRECTOR ARE IN ELEMENT 5

OFFICE MANAGER

The Charter School Office Manager is responsible for planning, coordinating, and supervising the day-- ~~to~~ ~~the~~ business operations of the school office, and serves as administrative aide to the School Director, relieving him/her of administrative details.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Office Manager is expected to:

- Promote and maintain a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
- Assist students, parents, and teachers in the school office.
- Supervise the preparation of student enrollment and attendance reports.
- Supervise the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
- Supervise student medication dispensation and injury reports.
- Supervise requisitions; receive, and distribute/store classroom, school office and work room materials and supplies; maintain ongoing inventory; process packing slips.
- Prepare and process field trip requests.
- Support the School Director in the developing school budgets; prepare budget changes as appropriate; monitor charter school budget.
- Prepare and maintain purchase orders and other expense records; approve, log, and monitor expenditures; reconcile site records with monthly financial reports; resolve discrepancies; and ensure expenditures are within budget allowances for the month and year.
- Organize interview process for hiring certificated and classified staff.
- Serve as the custodian of school office records.
- Arrange for conferences and travel of administrators and staff; prepare related purchase order or payment requisitions; and follow up with receipts, invoices, and expense claims.
- Investigate circumstances of employee on-the-job injuries; prepare required documentation; and report safety hazards to School Director.
- Jointly with the School Director, scrutinize facility wear and tear and makes recommendations as to facility improvement (i.e., carpet replacement, exterior and interior paint, turf).
- Recognize problems and impediments and report them promptly with options for solutions to the School Director; promote and assist with constructive resolutions.
- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Prepare reports on student performance assessment data.
- Perform other duties as assigned by the charter School Director.

MINIMUM QUALIFICATIONS

Relevant and Appropriate Experience

Appendix J: Articles of interest

- “Examining the Reggio Emilia Approach to Early Childhood Education”, Valarie Mercillott Hewett¹
- Progressive Education: Why It’s Hard to Beat, But Also Hard to Find
- “What does a Growth Mindset School look like?” Carol S. Dweck, Ph.D.

Examining the Reggio Emilia Approach to Early Childhood Education

Valarie Mercillott Hewett^{1,2,3}

Reggio Emilia, a prosperous region in Northern Italy, is the site of one of the most innovative, high-quality city-run infant-toddler and pre-primary systems in the world. The Reggio Emilia Approach to early childhood education draws from the ideas of many great thinkers, yet it is much more than an eclectic mix of theories. With that in mind, the following points concerning the learner, the instructor, and knowledge serve to guide the Reggio Emilia Approach to educating young children: the learner possesses rights, is an active constructor of knowledge, and is a social being; the instructor is a collaborator and co-learner along with the child, a guide and facilitator, and a researcher; and knowledge is viewed as being socially constructed, encompassing multiple forms of knowing, and comprised of meaningful wholes.

KEY WORDS: curriculum; early childhood education; Italy; Reggio Emilia.

INTRODUCTION

Reggio Emilia, a prosperous region in Northern Italy, is the site of one of the most innovative, high-quality, city-run infant-toddler and pre-primary systems in the world (Edwards, Gandini, & Forman, 1993; New, 1990). Italy's nationwide dedication to the welfare and development of its children is evidenced by a 1968 national law instituting funding of public preschools for all children ages three to six years (Gandini, 1993; New, 1990; Walsh & Albrecht, 1996). Since the end of World War II, however, well before the establishment of this national law, the city of Reggio Emilia has been developing an educational system for young children through the collaborative efforts of parents, teachers, and the general community, under the guiding influence of Loris Malaguzzi (Gandini, 1994; Malaguzzi, 1993b; New, 1990).

As part of the city's post-war reconstruction, the first school for young children in Reggio Emilia was built literally by the hands of parents using proceeds gained from the sale of a war tank, three trucks, and six horses left behind by retreating Germans (Gandini, 1993; Malaguzzi, 1993b; Walsh & Albrecht, 1996). The essential role and intimate involvement of parents in their children's education is, to this day, a fundamental element of the Reggio Emilia Approach.

Today, the city of Reggio Emilia finances and runs 22 schools for children ages 3 to 6 years, as well as 13 infant-toddler centers. Forty-seven percent and 35% of children from the two age groups are served, respectively (Edwards, Gandini, & Forman, 1993; Gandini, 1993; Gandini, 1994; New, 1990). "The schools in Reggio Emilia... have grown out of a culture that values children, out of the intense commitment of a group of parents, out of the leadership of a visionary man" (Neugebauer, 1994, p. 67).

Similar to how the Reggio Emilia Approach to educating young children values the "processes of 'unpacking' or defamiliarizing everyday objects and events" (Katz, 1993, p. 23), I intend to unpack the Reggio Emilia Approach by examining several of its key principles. In this article I will explore the Reggio Emilia Approach

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³I am grateful to Martha Combs, Ed.D. for her advice and support in completing this article.

within the context of its theories regarding (a) the image and role of the learner, (b) the role of the instructor, and (c) the nature of the knowledge to be learned.

THE IMAGE AND ROLE OF THE LEARNER

The Child as Having Rights

Within the Reggio Emilia Approach, the fundamental belief on which the image of the child is constructed is that of the child having rights rather than simply needs (Malaguzzi, 1993a; 1993b; Rinaldi, 1993). According to Loris Malaguzzi (1993b), “If the children had legitimate rights, then they also should have opportunities to develop their intelligence and to be made ready for the success that would not, and should not, escape them” (p. 51). Influenced by this belief, the child is beheld as beautiful, powerful, competent, creative, curious, and full of potential and ambitious desires (Malaguzzi, 1994; Rinaldi, 1993). Her nature, thoughts, and work are taken seriously and respected; therefore, the act of truly listening to the child is emphasized. This romantic view of the child is reminiscent of Friedrich Froebel’s notion that a child possess a “divine essence” (Froebel, 1887, p. 4) in need of only cultivation and protection rather than interference.

The critical belief that the child possesses rights is the foundation on which the Reggio Emilia Approach is built. The eclectic blend of underlying theories which help to inform the Reggio Emilia Approach serves to support and expand this conviction.

The Child as an Active Constructor of Knowledge

The concept of the child having rights, and thereby possessing strength, competence, and potential, informs a view of the child as a protagonist, occupying the primary active role in her education and learning. As a protagonist, the child is understood as having an innate desire to discover, learn, and make sense of the world. Thus, within the Reggio Emilia Approach, the child is viewed not as a target of instruction, but rather as having the active role of an apprentice (Katz, 1993), working alongside others in the discovery and construction of solutions to meaningful questions and problems; learning is not something that is done to the child, but rather something she does (Firluk, 1994). Loris Malaguzzi (1994) summed up this idea when he eloquently described children as being “authors of their own learning” (p. 55).

This focus on “active education” (Malaguzzi, 1993b, p. 53) is influenced greatly by Jean Piaget’s writings on constructivism in which he examined how children’s active, physical interactions with the environment aid in their construction of knowledge (Malaguzzi,

1993b; Rankin, 1997). According to Piaget (1973), “A student who achieves a certain knowledge through free investigation and spontaneous effort will later be able to retain it” (p. 93).

The Child as a Researcher

Piaget’s (1973) reference to children’s “investigation” (p. 93) suggests the role of the child as that of a researcher. John Dewey (1966), also one of many theorists from which the Reggio Emilia Approach draws, more plainly stated, “All thinking is research” (p. 148). This idea is consistent with the image and role of the child within the Reggio Emilia schools. “They [children] are natural researchers as they question what they see, hypothesize solutions, predict outcomes, experiment, and reflect on their discoveries” (Staley, 1998, p. 20).

Within the Reggio Emilia Approach, the role of the child as researcher takes place within the context of projects, or “in-depth stud[ies] of a particular topic that one or more children undertake” (Katz & Chard, 1989, p. 2), the primary form of instruction and learning in Reggio Emilia schools. While engaging in a project, children have the opportunity to explore, observe, question, discuss, hypothesize, represent, and then proceed to revisit their initial observations and hypotheses in order to further refine and clarify their understandings, thereby expanding the richness of their thinking (Forman, 1996), and further defining their role as that of a researcher.

The Child as a Social Being

Although the Reggio Emilia Approach draws from Piaget’s ideas, it also has sought to expand and overturn many of his theories (Malaguzzi, 1993b; Rankin, 1997). According to Malaguzzi (1993a), “[the Reggio Emilia Approach] has gone beyond Piagetian views of the child as constructing knowledge from within, almost in isolation” (p. 10). Rather, it places a strong emphasis on children’s social construction of knowledge through their relationships (Malaguzzi, 1993a) within the context of collaboration, dialogue, conflict, negotiation, and cooperation with peers and adults (Edwards, Gandini, Forman, 1993; Gandini, 1993b).

Within Reggio Emilia schools it is believed that “only as children articulate to others that which they believe to be true do they come face-to-face with errors in their thinking” (Staley, 1998, p. 21). This emphasis on communication and language in learning may be found in the writings of Lev Vygotsky, whose theories have also greatly influenced the development of the Reggio Emilia Approach. Referring to Vygotsky’s ideas con-

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cerning language, Malaguzzi (1993b) stated, “[Vygotsky] reminds us how thought and language are operative together to form ideas and to make a plan for action” (p. 79). Children’s communication through language, any of “the hundred languages of children” (Edwards, et al., 1993, p. 6), is considered essential to bringing meaning to knowledge within the Reggio Emilia Approach.

THE ROLE OF THE INSTRUCTOR

The Teacher as a Collaborator and Co-Learner

Inasmuch as the child within the Reggio Emilia school is viewed as an active and competent protagonist in her learning, the teacher consequently takes on the role of collaborator and co-learner (Edwards, 1993; Gandini, 1997; Rankin, 1992). “In fact, teachers consider themselves to be partners in this process of learning . . .” (Gandini, 1997, p. 19). Reciprocal exchanges between children and adults throughout the course of constructing knowledge are valued and fostered. The idea that instruction travels in a two-way direction through the collaboration between children and adults is illustrated in Loris Malaguzzi’s (1993b) metaphorical description of a Ping-Pong match. Both players, adult and child, are required to make appropriate adjustments in order to allow for and advance optimal growth and learning. A single player would be unable to participate successfully in the game.

The role of the teacher as partner and co-learner is most clearly demonstrated as both child and teacher engage in collaborative learning during the process of working through a project. “. . . Reggio’s overarching educational principle of reciprocity appears again and again as teacher and learner together guide the project” (Rankin, 1992, p. 30). The teacher does not control nor dominate the child or her learning, but rather, demonstrates respect for the child’s rights through mutual participation and joint action.

The role of the teacher as collaborator is not understood in respect solely to his relationship with the child, as the teacher’s collaborative efforts with colleagues and parents are also considered vital (Albrecht, 1996; Malaguzzi, 1993a). “Our proposition is to consider a triad at the center of education—children, teachers, and families” (Malaguzzi, 1993a, p. 9). Collaboration, from all angles, is a cornerstone of the Reggio Emilia Approach.

The Teacher as a Guide and Facilitator

Although the teacher is a partner with the child in the process of learning, he also serves as guide and facilitator. According to Carolyn Edwards (1993), the teacher’s role

“centers on provoking occasions of discovery through a kind of alert, inspired facilitation and stimulation of children’s dialogue, co-action, and co-construction of knowledge” (p. 154). Within this role, the teacher does not sit back and simply observe a child construct her own knowledge, although at times he may if appropriate; rather, he plays an active role in providing the child with the provocations and tools necessary to achieve her personal goals and advance her mental functioning.

There is a fine line, however, between “provoking occasions of discovery” (Edwards, 1993, p. 154) and imposing ideas. As a partner to the child, the teacher is “inside the learning situation” (Bredekamp, 1993, p. 16) and, therefore, attuned to the child’s thought development, goals, and levels of ability and understanding. This insight provides him with the opportunity to ask questions, offer suggestions, or provide information and technical assistance without taking over the learning experience.

The role of the teacher as guide and facilitator is consistent with Vygotsky’s theory of the Zone of Proximal Development (ZPD), within which adults provide scaffolding to assist children in their learning and consequent development (Diaz, Neal, & Amaya-Williams, 1990; Vygotsky, 1978; Wertsch, 1985). Vygotsky (1978) defined the ZPD as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86). Referring to the Reggio Emilia Approach, Malaguzzi (1993b) offered a similar description: “We seek a situation in which the child is about to see what the adult already sees. . . . In such a situation, the adult can and must loan to the children his judgement and knowledge” (p. 80).

The Teacher as a Researcher

The teacher’s role of facilitating children’s learning according to their interests, questions, curiosity, and current understandings necessitates that he also take on the role of researcher (Edwards, 1993; Malaguzzi, 1994). Through observing and listening to the children, following-up with the collection and analysis of data, the teacher is able to ascertain critical knowledge concerning the children’s development and learning, as well as their interests and curiosities, thereby enabling him to “produce strategies that favor children’s work or can be utilized by them” (Malaguzzi, 1993b, p. 82).

Connected to the teacher’s role of researcher is the substantial component of documentation. As teachers conduct their research they compile a large amount of

data including, but not limited to, photographs of the children engaged in learning endeavors, children's artwork in various stages of completion, videos, and transcribed audio recordings of the children's conversations as they engage in collaboration and reciprocal dialogue with peers and adults. In addition to analyzing the data through careful reflection and extensive discussion, the teachers prepare and display them on beautifully arranged panels (Edwards, et al., 1993; Gandini, 1993b). This meticulous documentation of the process and results of children's work serves three primary functions: (1) provides the children with a visual "memory" of what they have done and, thereby encourages a revisiting and expanding of old ideas, or the inspiration and development of new ideas; (2) provides teachers with a tool for research in order to assist them in continuing to improve and expand project ideas, better understand children, and evaluate their own work; and (3) is a way to provide parents with detailed information about what happens in the school and hopefully facilitate their input and involvement in present and future projects (Edwards, et al., 1993; Edwards & Springate, 1993; Gandini, 1993a; Katz & Chard, 1997; Staley, 1998).

The Teacher as a Reflective Practitioner

In order for a teacher within a Reggio Emilia school to successfully carry out his complex role, it is important that he engage in continuous reflection during which he questions that which he and others have previously assumed to be unquestionable (Filippini, 1993; McCarthy, 1995). Just as the schools in Reggio Emilia have, and will continue to, constantly evolve, so too must the teacher.

This notion of intense reflection advocates Maxine Greene's idea that rather than blindly accepting handed-down slogans and beliefs, teachers must participate in the act of "do[ing] philosophy . . . [in which they] become critically conscious of what is involved in the complex business of teaching and learning" (Greene, 1973, p. 7). According to the social constructivist-influenced philosophy of the Reggio Emilia Approach, this reflection and questioning on the part of the teacher must take place within the context of discussion and collaboration with colleagues, parents, experts within the community, and yes, even the children (Filippini, 1993; Malaguzzi, 1993a).

THE NATURE OF THE KNOWLEDGE TO BE LEARNED

Knowledge as Socially Constructed

Within the Reggio Emilia Approach knowledge is viewed not as a static list of skills and facts to be trans-

mitted from adult to child, as, according to Rinaldi (1993), "the potential of children is stunted when the endpoint of their learning is formulated in advance" (p. 104). Rather, knowledge is perceived as dynamic in that it is constructed within the context of the child-child and child-adult relationships (Malaguzzi, 1993a; Rinaldi, 1993). Communication and the sharing of ideas is believed to bring meaning to knowledge and, in turn, understandings may vary according to the individuals, the group, and the social context.

Social relationships, and the construction of knowledge within, often involve debate, discord, and conflict. In some cultures these emotions are frequently avoided and discouraged, however, in Reggio Emilia conflict is desired and valued as a means to advance higher-level thinking. According to Loris Malaguzzi (1993a), "Even when cognitive conflicts do not produce immediate cognitive growth, they can be advantageous because by producing cognitive dissonance, they can in time produce progress" (p. 12). This idea is clearly influenced by Piaget's (1973) theory outlining the value of cognitive conflict and disequilibrium as means to higher mental functioning.

Multiple Forms of Knowing

Since knowledge is perceived within the Reggio Emilia Approach as socially constructed and, thereby, dynamic, it follows that no ultimate truth may be understood to exist, but rather multiple forms of knowing. This notion is consistent with the constructivist view of knowledge. According to Fosnot (1996), "We as human beings have no access to an objective reality since we are constructing our version of it, while at the same time transforming it and ourselves" (p. 23). Consequently, within the schools of Reggio Emilia, the goal is not to pass information along or replicate thinking, but rather to advance thinking.

Within the Reggio Emilia schools there are no planned curriculums or standards indicating what is to be learned (Malaguzzi, 1993b; Rinaldi, 1993), as "these would push our schools towards teaching without learning" (Malaguzzi, 1993, p. 8). Rather, it is up to the children, in collaboration with teachers and one another, to determine the course of their investigations and learning (Malaguzzi, 1993b).

Just as there are multiple forms of knowing, so too are there multiple ways of expressing, demonstrating, and interpreting knowledge. Within the Reggio Emilia Approach children are encouraged and facilitated as they represent their plans, ideas, and understandings using one or more "languages, or modes of expression" (Edwards, et al., 1993, p. 3) including, but not limited to, sculpture, drawing, painting, dance, drama, writing, and

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puppetry (New, 1990). In fact, this act in itself is valued as contributing to the advancement of knowledge. “As children compare these various representations, they confront new possibilities and generate new questions that would not have occurred had they used only one medium” (Forman, 1996, p. 172); meaning is enhanced and expanded. Therefore, the use of various expressions of knowledge may be understood as assisting to create and continually unfold multiple forms of knowing.

Knowledge as Whole

While constructing their own knowledge and achieving understanding within the context of reciprocal relationships with peers, teachers, and parents, children within the schools of Reggio Emilia create important connections for themselves. “In Reggio the process of learning involves making connections and relationships between feelings, ideas, words, and actions” (LeeKeenan & Nimmo, 1995, p. 262). Through the course of making these connections, and guided by the belief that learning is a spiraling process in which ideas, opinions, and thoughts must be expressed, revisited, reflected upon, and expressed again, children consolidate their ideas, thoughts, and feelings into meaningful and cohesive wholes.

This view of learning and knowledge is consistent with the Gestalt approach in which the world is believed to be experienced in “meaningful patterns or organized wholes” (Phillips & Soltis, 1998, p. 35). Understanding the world through the detailed examination of isolated bits of information succeeds only in altering the whole and, thereby contravenes true understanding and higher level thinking.

Children’s effort to make meaning and create connections is again facilitated by the project-approach utilized within the schools of Reggio Emilia (Katz, 1993). Within the context of projects, “young children learn through meaningful activities in which different subject areas are integrated” (Edwards & Springate, 1995, p. 27). Children are provided opportunities and support as they discover interrelationships, connections, and underlying principles while following their interests and ideas and engaging in authentic tasks.

It is important to note, however, that even though the making of connections in the process of comprehending the whole is of utmost importance within the schools of Reggio Emilia, specific skills and understandings are not neglected; although, they are understood as needing to remain within the context of meaningful activities. According to Malaguzzi (1993b),

We . . . [are] convinced that it is not an imposition on children or an artificial exercise to work with numbers,

quantity, classification, dimensions, forms, measurement, transformation, orientation, conservation and change, or speed and space, because these explorations belong spontaneously to the everyday experiences of living, playing, negotiating, thinking, and speaking by children. (p. 45)

CONCLUSION

The Reggio Emilia Approach to early childhood education draws from the ideas and theories of many great thinkers—including and beyond those referred to within this article. Yet, the fundamental philosophy serving to guide this approach is much more than an eclectic mix of theories. The ideas from which it draws have, for over 30 years, been reflected upon, expanded, and adapted within the context of the unique culture of Reggio Emilia, Italy, thus resulting in the creation of a singular, cohesive theory.

The Reggio Emilia Approach to educating young children is strongly influenced by a unique image of the child and deeply embedded within the surrounding culture. It is not a model nor recipe with a set of guidelines and procedures to be followed, therefore, one cannot and should not attempt to simply import it to another location. Rather, it must be carefully uncovered and redefined according to one’s own culture in order to successfully affect practice elsewhere.

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Progressive Education

Why It's Hard to Beat, But Also Hard to Find

By Alfie Kohn

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If progressive education doesn't lend itself to a single fixed definition, that seems fitting in light of its reputation for resisting conformity and standardization. Any two educators who describe themselves as sympathetic to this tradition may well see it differently, or at least disagree about which features are the most important.

Talk to enough progressive educators, in fact, and you'll begin to notice certain paradoxes: Some people focus on the unique needs of individual students, while others invoke the importance of a *community* of learners; some describe learning as a process, more journey than destination, while others believe that tasks should result in authentic products that can be shared.[1]

What It Is

Despite such variations, there are enough elements on which most of us can agree so that a common core of progressive education emerges, however hazily. And it really does make sense to call it a *tradition*, as I did a moment ago. Ironically, what we usually call "traditional" education, in contrast to the progressive approach, has less claim to that adjective — because of how, and how recently, it has developed. As Jim Nehring at the University of Massachusetts at Lowell observed, "Progressive schools are the legacy of a long and proud tradition of thoughtful school practice stretching back for centuries" — including hands-on learning, multiage classrooms, and mentor-apprentice relationships — while what we generally refer to as traditional schooling "is largely the result of outdated policy changes that have calcified into conventions." [2] (Nevertheless, I'll use the conventional nomenclature in this article to avoid confusion.)

It's not all or nothing, to be sure. I don't think I've ever seen a school — even one with scripted instruction, uniforms, and rows of desks bolted to the floor — that has completely escaped the influence of progressive ideas. Nor have I seen a school that's progressive in every detail. Still, schools can be characterized according to how closely they reflect a commitment to values such as these:

Attending to the whole child: Progressive educators are concerned with helping children become not only good learners but also good people. Schooling isn't seen as being about just academics, nor is intellectual growth limited to verbal and mathematical proficiencies.

Community: Learning isn't something that happens to individual children — separate selves at separate desks. Children learn with and from one another in a caring community, and that's true of moral as well as academic learning. Interdependence counts at least as much as independence, so it follows that practices that pit students against one another in some kind of competition, thereby undermining a feeling of community, are deliberately avoided.

Collaboration: Progressive schools are characterized by what I like to call a “working with” rather than a “doing to” model. In place of rewards for complying with the adults' expectations, or punitive consequences for failing to do so, there's more of an emphasis on collaborative problem-solving — and, for that matter, less focus on behaviors than on underlying motives, values, and reasons.

Social justice: A sense of community and responsibility for others isn't confined to the classroom; indeed, students are helped to locate themselves in widening circles of care that extend beyond self, beyond friends, beyond their own ethnic group, and beyond their own country. Opportunities are offered not only to learn about, but also to put into action, a commitment to diversity and to improving the lives of others.

Intrinsic motivation: When considering (or reconsidering) educational policies and practices, the first question that progressive educators are likely to ask is, “What's the effect on students' *interest* in learning, their desire to continue reading, thinking, and questioning?” This deceptively simple test helps to determine what students will and won't be asked to do. Thus, conventional practices, including homework, grades, and tests, prove difficult to justify for anyone who is serious about promoting long-term dispositions rather than just improving short-term skills.

Deep understanding: As the philosopher Alfred North Whitehead declared long ago, “A merely well-informed man is the most useless bore on God's earth.” Facts and skills do matter, but only *in a context* and *for a purpose*. That's why progressive education tends to be organized around problems, projects, and questions — rather than around lists of facts, skills, and separate disciplines. The teaching is typically interdisciplinary, the assessment rarely focuses on rote memorization, and excellence isn't confused with “rigor.” The point is not merely to challenge students — after all, harder is not necessarily better — but to invite them to think deeply about issues that matter and help them understand ideas from the inside out.

Active learning: In progressive schools, students play a vital role in helping to design the curriculum, formulate the questions, seek out (and create) answers, think through possibilities, and evaluate how successful they — and their teachers — have been. Their active participation in every stage of the process is consistent with the overwhelming consensus of experts that learning is a matter of constructing ideas rather than passively absorbing information or practicing skills.

Taking kids seriously: In traditional schooling, as John Dewey once remarked, “the center of gravity is outside the child”: he or she is expected to adjust to the school’s rules and curriculum. Progressive educators take their cue from the children — and are particularly attentive to differences among them. (Each student is unique, so a single set of policies, expectations, or assignments would be as counterproductive as it was disrespectful.) The curriculum isn’t just based on interest, but on *these children’s* interests. Naturally, teachers will have broadly conceived themes and objectives in mind, but they don’t just design a course of study *for* their students; they design it *with* them, and they welcome unexpected detours. One fourth-grade teacher’s curriculum, therefore, won’t be the same as that of the teacher next door, nor will her curriculum be the same this year as it was for the children she taught last year. It’s not enough to offer elaborate thematic units prefabricated by the adults. And progressive educators realize that the students must help to formulate not only the course of study but also the outcomes or standards that inform those lessons.

Some of the features that I’ve listed here will seem objectionable, or at least unsettling, to educators at more traditional schools, while others will be surprisingly familiar and may even echo sentiments that they, themselves, have expressed. But progressive educators don’t merely say they endorse ideas like “love of learning” or “a sense of community.” They’re willing to put these values into practice even if doing so requires them to up-end traditions. They may eliminate homework altogether if it’s clear that students view after-school assignments as something to be gotten over with as soon as possible. They will question things like honors classes and awards assemblies that clearly undermine a sense of community. Progressive schools, in short, follow their core values — bolstered by research and experience — wherever they lead.

What It Isn’t

Misconceptions about progressive education generally take two forms. Either it is defined too narrowly so that the significance of the change it represents is understated, or else an exaggerated, caricatured version is presented in order to justify dismissing the whole approach. Let’s take each of these in turn.

Individualized attention from caring, respectful teachers is terribly important. But it does not a progressive school make. To assume otherwise not only dilutes progressivism; it’s unfair to traditional educators, most of whom are not callous Gradgrinds or ruler-wielding nuns. In fact, it’s perfectly consistent to view education as the process of filling children up with bits of knowledge — and to use worksheets, lectures, quizzes, homework, grades, and other such methods in pursuit of that goal — while being genuinely concerned about each child’s progress. Schools with warm, responsive teachers who know each student personally can take pride in that fact, but they shouldn’t claim on that basis to be progressive.

Moreover, traditional schools aren’t always about memorizing dates and definitions; sometimes they’re also committed to helping students understand ideas. As one science teacher pointed out, “For thoughtful traditionalists, thinking is couched in terms of comprehending, integrating, and

applying knowledge.” However, the student’s task in such classrooms is “comprehending how the *teacher* has integrated or applied the ideas... and [then] reconstruct[ing] the teacher’s thinking.”[3] There are interesting concepts being discussed in some traditional classrooms, in other words, but what distinguishes progressive education is that students must *construct* their own understanding of ideas.

There’s another mistake based on too narrow a definition, which took me a while to catch on to: A school that is culturally progressive is not necessarily educationally progressive. An institution can be steeped in lefty politics and multi-grain values; it can be committed to diversity, peace, and saving the planet — but remain strikingly traditional in its pedagogy. In fact, one can imagine an old-fashioned pour-in-the-facts approach being used to teach lessons in tolerance or even radical politics.[4]

Less innocuous, or accidental, is the tendency to paint progressive education as a touchy-feely, loosey-goosey, fluffy, fuzzy, undemanding exercise in leftover hippie idealism — or Rousseauvian Romanticism. In this cartoon version of the tradition, kids are free to do anything they please, the curriculum can consist of whatever is fun (and nothing that isn’t fun). Learning is thought to happen automatically while the teachers just stand by, observing and beaming. I lack the space here to offer examples of this sort of misrepresentation — or a full account of why it’s so profoundly wrong — but trust me: People really do sneer at the idea of progressive education based on an image that has little to do with progressive education.

Why It Makes Sense

For most people, the fundamental reason to choose, or offer, a progressive education is a function of their basic values: “a rock-bottom commitment to democracy,” as Joseph Featherstone put it; a belief that meeting children’s needs should take precedence over preparing future employees; and a desire to nourish curiosity, creativity, compassion, skepticism, and other virtues.

Fortunately, what may have begun with values (for any of us as individuals, and also for education itself, historically speaking) has turned out to be supported by solid data. A truly impressive collection of research has demonstrated that when students are able to spend more time thinking about ideas than memorizing facts and practicing skills — and when they are invited to help direct their own learning — they are not only more likely to enjoy what they’re doing but to do it better. Progressive education isn’t just more appealing; it’s also more productive.

I reviewed decades’ worth of research in the late 1990s: studies of preschools and high schools; studies of instruction in reading, writing, math, and science; broad studies of “open classrooms,” “student-centered” education, and teaching consistent with constructivist accounts of learning, but also investigations of specific innovations like democratic classrooms, multiage instruction, looping, cooperative learning, and authentic assessment (including the abolition of grades). Across domains, the results overwhelmingly favor progressive education. Regardless of one’s values, in other words,

this approach can be recommended purely on the basis of its effectiveness. And if your criteria are more ambitious — long-term retention of what’s been taught, the capacity to understand ideas and apply them to new kinds of problems, a desire to continue learning — the relative benefits of progressive education are even greater.[5] This conclusion is only strengthened by the *lack* of data to support the value of standardized tests, homework, conventional discipline (based on rewards or consequences), competition, and other traditional practices.[6]

Since I published that research review, similar findings have continued to accumulate. Several newer studies confirm that traditional academic instruction for very young children is counterproductive.[7] Students in elementary and middle school did better in science when their teaching was “centered on projects in which they took a high degree of initiative. Traditional activities, such as completing worksheets and reading primarily from textbooks, seemed to have no positive effect.”[8] Another recent study found that an “inquiry-based” approach to learning is more beneficial than conventional methods for low-income and minority students.[9] The results go on and on. In fact, I occasionally stumble upon older research that I’d missed earlier — including a classic five-year investigation of almost 11,000 children between the ages of eight and sixteen, which found that students who attended progressive schools were less likely to cheat than those who attended conventional schools — a result that persisted even after the researchers controlled for age, IQ, and family background.[10]

Why It’s Rare

Despite the fact that all schools can be located on a continuum stretching between the poles of totally progressive and totally traditional — or, actually, on a series of continuums reflecting the various components of those models — it’s usually possible to visit a school and come away with a pretty clear sense of whether it can be classified as predominantly progressive. It’s also possible to reach a conclusion about how many schools — or even individual classrooms — in America merit that label: damned few. The higher the grade level, the rarer such teaching tends to be, and it’s not even all that prevalent at the lower grades.[11] (Also, while it’s probably true that most progressive schools are independent, most independent schools are not progressive.)

The rarity of this approach, while discouraging to some of us, is also rather significant with respect to the larger debate about education. If progressive schooling is actually quite uncommon, then it’s hard to blame our problems (real or alleged) on this model. Indeed, the facts have the effect of turning the argument on its head: If students aren’t learning effectively, it may be because of the persistence of *traditional* beliefs and practices in our nation’s schools.

But we’re also left with a question: If progressive education is so terrific, why is it still the exception rather than the rule? I often ask the people who attend my lectures to reflect on this, and the answers that come back are varied and provocative. For starters, they tell me, progressive education is not only less familiar but also much harder to do, and especially to do well. It asks a lot more of the students and at first can seem a burden to those who have figured out how to play the

game in traditional classrooms — often succeeding by conventional standards without doing much real thinking. It's also much more demanding of teachers, who have to know their subject matter inside and out if they want their students to “make sense of biology or literature” as opposed to “simply memoriz[ing] the frog’s anatomy or the sentence’s structure.”[12] But progressive teachers also have to know a lot about pedagogy because no amount of content knowledge (say, expertise in science or English) can tell you how to facilitate learning. The belief that anyone who knows enough math can teach it is a corollary of the belief that learning is a process of passive absorption — a view that cognitive science has decisively debunked.

Progressive teachers also have to be comfortable with uncertainty, not only to abandon a predictable march toward the “right answer” but to let students play an active role in the quest for meaning that replaces it. That means a willingness to give up some control and let students take some ownership, which requires guts as well as talent. These characteristics appear not to be as common as we might like to think. Almost a decade ago, in an interview for this magazine, I recalled my own experience in high school classrooms with some chagrin: “I prided myself on being an entertaining lecturer, very knowledgeable, funny, charismatic, and so on. It took me years to realize [that my] classroom was all about me, not about the kids. It was about teaching, not about learning.”[13] The more we're influenced by the insights of progressive education, the more we're forced to rethink what it means to be a good teacher. That process will unavoidably ruffle some feathers, including our own.

And speaking of feather-ruffling, I'm frequently reminded that progressive education has an uphill journey because of the larger culture we live in. It's an approach that is in some respects inherently subversive, and people in power do not always enjoy being subverted. As Vito Perrone has written, “The values of progressivism — including skepticism, questioning, challenging, openness, and seeking alternate possibilities — have long struggled for acceptance in American society. That they did not come to dominate the schools is not surprising.”[14]

There is pressure to raise standardized test scores, something that progressive education manages to do only sometimes and by accident — not only because that isn't its purpose but also because such tests measure what matters least. (The recognition of that fact explains why progressive schools would never dream of using standardized tests as part of their admissions process.) More insidiously, though, we face pressure to standardize our practices in general. Thinking is messy, and deep thinking is really messy. This reality coexists uneasily with demands for order — in schools where the curriculum is supposed to be carefully coordinated across grade levels and planned well ahead of time, or in society at large.

And then (as my audiences invariably point out) there are parents who have never been invited to reconsider their assumptions about education. As a result, they may be impressed by the wrong things, reassured by signs of traditionalism — letter grades, spelling quizzes, heavy textbooks, a teacher in firm control of the classroom — and unnerved by their absence. Even if their children are obviously unhappy, parents may accept that as a fact of life. Instead of wanting the next generation to get better than we got, it's as though their position was: “Listen, if it was bad enough for me, it's

bad enough for my kids.” Perhaps they subscribe to what might be called the Listerine theory of education, based on a famous ad campaign that sought to sell this particular brand of mouthwash on the theory that if it tasted vile, it obviously worked well. The converse proposition, of course, is that anything appealing is likely to be ineffective. If a child is lucky enough to be in a classroom featuring, say, student-designed project-based investigations, the parent may wonder, “But is she really *learning* anything? Where are the worksheets?” And so the teachers feel pressure to make the instruction worse.

All progressive schools experience a constant undertow, perhaps a request to reintroduce grades of some kind, to give special enrichments to the children of the “gifted” parents, to start up a competitive sports program (because American children evidently don’t get enough of winning and losing outside of school), to punish the kid who did that bad thing to my kid, to administer a standardized test or two (“just so we can see how they’re doing”), and, above all, to get the kids ready for what comes next — even if this amounts to teaching them badly so they’ll be prepared for the bad teaching to which they’ll be subjected later.[15]

This list doesn’t exhaust the reasons that progressive education is uncommon. However, the discussion that preceded it, of progressive education’s advantages, was also incomplete, which suggests that working to make it a little more common is a worthy pursuit. We may not be able to transform a whole school, or even a classroom, along all of these dimensions, at least not by the end of this year. But whatever progress we can make is likely to benefit our students. And doing what’s best for them is the reason all of us got into this line of work in the first place.

The Growth Mindset, Carol Dweck, PH.D.

Why the Growth Mindset?

When students and educators have a growth mindset, they understand that intelligence can be developed. Students focus on improvement instead of worrying about how smart they are. They work hard to learn more and get smarter. Based on years of research by Stanford University's Dr. Dweck, Lisa Blackwell Ph.D., and their colleagues, we know that students who learn this mindset show greater motivation in school, better grades, and higher test scores.

What does a Growth Mindset School look like?

Administrators support teachers' learning. They are responsive to honest feedback, rather than defensive. They seek to build their skills, and are willing to learn from their teachers.

Teachers collaborate with their colleagues and instructional leaders, rather than shut their classroom doors and fly solo. They strive to strengthen their own practice, rather than blame others. They truly believe that all students can learn and succeed—and show it.

Parents support their children's learning both inside and outside the classroom. They partner with teachers, and respond to outreach. They worry less about advocating for their children to get good grades and focus on making sure kids are being challenged and put in the effort needed to grow.

Students are enthusiastic, hard-working, persistent learners. They take charge over their own success.

What is the impact of Mindset?

Mindsets Predict Motivation and Achievement

In one study, Blackwell and her colleagues followed hundreds of students making the transition to 7th grade. They found that students with a growth mindset were more motivated to learn and exert effort, and outperformed those with a fixed mindset in math—a gap that continued to increase over the two-year period. Those with the two mindsets had entered 7th grade with similar past achievement, but because of their mindsets their math grades pulled apart during this challenging time. (Blackwell, L.S., Trzesniewski, K.H., & Dweck, C.S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child*

Development, 78. 246-263, Study 1.)

Growth Mindset Training Boosts Motivation and Achievement

In another study, also with adolescents, Blackwell and her colleagues divided students into two groups for a workshop on the brain and study skills. Half of them, the control group, were taught about the stages of memory; the other half received training in the growth mindset (how the brain grows with learning to make you smarter) and how to apply this idea to their schoolwork. Three times as many students in the growth mindset group showed an increase in effort and engagement compared with the control group. After the training, the control group continued to show declining grades, but the growth-mindset group showed a clear rebound in their grades. (Blackwell, L., Trzesniewski, K., & Dweck, C.S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78.* 246-263, Study 2).

Growth Mindset Training Narrows the Gender Gap in Math

In a third study with adolescents, students who received growth mindset training (compared to matched controls who received other instruction) showed significantly increases in both their math and verbal achievement test scores. It was interesting to note that girls who received the growth mindset training narrowed the gender gap in math. (Good, C., Aronson, J., & Inzlicht, M. (2003). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Applied Developmental Psychology, 24,* 645-662.)

Growth Mindset Training Narrows the Racial Achievement Gap

Aronson and colleagues taught college students a growth mindset and taught the control group about multiple intelligence (don't feel bad if you don't do well in one area, you may still be smart in other areas). There was also a no-training control group. The growth mindset group showed significantly higher grades than the control groups. This was particularly true for African American students, who also showed a sharp increase in their valuing of school and their enjoyment of their academic work. (Aronson, J., Fried, C. B., & Good, C.

(2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology, 38,* 113-125.) You can read more about mindset and narrowing the achievement gap by downloading this [free report fom UNC Greensboro](#).

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See [handout summarizing results from recent studies on Brainology® and the](#)

Research shows that Intelligence is Malleable

It's also important to know that the growth mindset has been receiving scientific confirmation from cognitive psychology and from neuroscience. For example, neuroscientists tracked students during their teenage years. For many students, they found substantial changes in performance on verbal and non-verbal IQ tests. Using neuroimaging, they found corresponding changes in the density of neurons in the relevant brain areas for these students. In other words, an increase in neuronal connections in the brain accompanied an increase in IQ-test performance, while a decrease in neuronal connections in the brain accompanied a decrease in IQ-test performance. This is just what Brainology teaches. (Ramsden, S., Richardson, F.M., Josse, G., Thomas, M., Ellis, C., Shakeshart, C., Segquier, M., & Price, C. (2011). Verbal and non-verbal intelligence changes in the teenage brain. *Nature* **479**, 113–116.

See other articles about the growth mindset in [In The News](#), or read our co-founder Carol Dweck's book [Mindset: The New Psychology of Success](#).

Appendix K: Program History

In 1992, a group of parents in the Ross Valley School District, under a large grant given to the District by the Buck Foundation (then called the Marin Community Foundation) to explore innovative education, began researching an alternative education for their children. They were looking for a hands-on, experiential approach to education, which viewed the child as having the primary active role in the construction of his or her own education and learning, within a context of collaboration, dialogue, and negotiation with peers and adults, in which the teacher would take on the role of collaborator and co-learner, and in which the involvement of parents was fundamental. In their exploration process they came across what is known in the education community as the Reggio Emilia approach for early childhood education. (See article, Appendix K.) They did extensive research and visited alternative schools in the Bay Area, including Ohlone School in Palo Alto. After some years of discussion with the District, a school board elected in November 1995 based on a campaign platform on the need for choice in Ross Valley public schools agreed in the spring of 1996 to the creation of the then-named Innovative Learning Community (“ILC”). The ILC was inspired by the philosophy of Reggio Emilia and founded on the core belief that children learn by constructing their own knowledge within the context of relationships with peers, teachers, and parents, and that the teacher is a guide and facilitator who collaborates, co-learns, and researches with the students. These principles are elements of a tradition called progressive education, which incorporate these components: attending to the whole child, community, collaboration, social justice, intrinsic motivation, deep understanding, and active learning.

The parents of the ILC were deeply involved in forming the approach to the curriculum, establishing the structure and hiring the initial teaching staff based on this Reggio Emilia approach. The ILC’s first year was in 1996 with three multi-age classes. The program formed slowly through its first four years, guided primarily by parents and teachers with minimal District administrative involvement.

In January 2001 the school District administration and a new Manor School Principal assumed some of the program’s administrative responsibilities, and an Advisory

Board, which included the principal, was formed to guide program governance. This Advisory Board Structure – with teachers having three votes, parents four, and the administrator one – has for 15 years operated on the basis of consensus. As a practical matter, however, when any two of the three represented interests has agreed on something, the third interest group most often has found a way to accommodate. This practice of collaborative self-governance has been critical to empowering the teachers and parents and allowing them to model a MAP Core Belief for the students, namely that a thriving and joyful learning community has inclusive decision-making structures that foster teacher and parent engagement, collaboration, and shared ownership of the committed work of graduating students who are critical thinkers and creative problem solvers prepared for the 21st Century.

In the ensuing years, the program was renamed the Multi-Age Program and significant documented formality was added to the program including MAP Fundamentals, MAP Philosophy, MAP Handbook, MAP Enrollment Procedures, MAP Field Trip Guidelines, and MAP Parent Volunteer Guidelines.

As demand for the program grew, the Ross Valley School District authorized the expansion of MAP to meet this demand. An additional K/1 class was approved by the RVSD Board of Trustees in the 2003-2004 school year, and as this class progressed through the next four years, it resulted in the establishment of a second three-class strand, for a total of six classes.

Throughout its history, MAP students have enjoyed hands-on experiences, integrated thematic learning, collaborative problem solving, creative thinking, visual and performing arts, and community traditions, while mastering basic skills and knowledge as set forth in state-adopted standards. Parents have been very involved in the program from the start, serving on the MAP Advisory Board, coordinating community-building events, and supporting student learning in the classroom.

MAP has continued to flourish as it has gained stability. Four of the current six teachers have taught in the program for 10 or more years, and the other two have been teaching in MAP for 5 and 9 years. There is consistent parental interest in the program, with a wait list of more than 100 students throughout the grade levels. Parent satisfaction in the program is evidenced by the fact that 97% of children who have entered MAP, a program of choice, in the last five years have remained in the program. MAP students' scores on standardized tests are in the same range as the average test scores in the rest of RVSD, which is a high performing District. MAP

students transition well to White Hill Middle School, with GPAs at or above the average of all White Hill students.

We feel grateful to the Ross Valley School District Trustees and administrators for providing us the space and support we have needed over most of these 19 years, to seed the Program and allow it to evolve to its current state. We feel becoming a charter school is a natural step in our evolution, and believe it will be beneficial for the Ross Valley community.

Public Correspondence

**Ross Valley Charter School Petition
Public Support Regarding the Charter School Petition**

No.	Name	Date Received
1.	Mackinzie Stanley	September 2, 2015
2.	Anne Mannes	September 7, 2015
3.	Lisa Hamilton	September 8, 2015
4.	McCoy and Thomas Dodsworth	September 8, 2015
5.	Anne Mannes	September 8, 2015
6.	Frances Epler	September 8, 2015
7.	Hilary Harmssen	September 8, 2015
8.	Sean Schertell	September 10, 2015
9.	Jeffrey Turner	September 10, 2015
10.	Frances Epler	September 10, 2015
11.	Suzanne Lucas	September 11, 2015
12.	Fritzi S. Schnel	September 11, 2015
13.	Grace DelValle & Rick Meissner	September 11, 2015
14.	Steph Harty	September 12, 2015
15.	Kevin Wrathall	September 12, 2015
16.	Eric Holmberg	September 13, 2015
17.	Rich Osweiler	September 13, 2015

**Ross Valley Charter School Petition
Public Support Regarding the Charter School Petition**

18.	Eva Polony	September 13, 2015
19.	Sunila Bajracharya	September 13, 2015
20.	Brianna Cutts	September 13, 2015
21.	Amanda Sheeren	September 14, 2015
22.	Amy Siriporn	September 14, 2015
23.	Josh Graves	September 14, 2015
24.	Marssie Versola	September 14, 2015
25.	Barry Price	September 14, 2015
26.	Merrell Maschino	September 14, 2015
27.	Mandy Thomasson	September 14, 2015
28.	Ivy Lavie	September 14, 2015
29.	Liz Pisco	September 14, 2015
30.	Rick Mansfield	September 14, 2015
31.	Joanna Brook	September 14, 2015
32.	Ann Lockhart	September 14, 2015
33.	Anna Simmons	September 14, 2015
34.	Jeffrey Szilagyi	September 14, 2015

**Ross Valley Charter School Petition
Public Support Regarding the Charter School Petition**

35.	Hazel Tudryn	September 14, 2015
36.	Sharon Sagar	September 14, 2015
37.	Maria Quintana-Pilling	September 14, 2015
38.	Melanie Peratis	September 14, 2015
39.	Jennifer Rienks	September 14, 2015
40.	Maggie McLain	September 14, 2015
41.	Kim D'Arcy	September 14, 2015
42.	Ying Chiu	September 14, 2015
44.	Arielle Sumits	September 14, 2015
43.	Robin Goebel	September 15, 2015
45.	Natascha Nikolai	September 15, 2015
46.	Hilary Harmssen	September 25, 2015
47.	Mike Waite	October 1, 2015

Terena Mares

From: Mackinzie Stanley [REDACTED]
Date: September 2, 2015 at 12:27:12 PM PDT

To: [REDACTED]

Subject: Letter concerning MAP re the upcoming board meeting

To the Marin County Board of Education Members and Superintendent,

Please find attached a letter about my personal experience in the MAP program. I cannot be at the upcoming board meeting in person as I am currently at school at Whitman College in Washington. However I would like this letter to be taken into consideration in the upcoming decisions concerning MAP becoming a charter school.

Please don't hesitate to contact me if you have further questions.

Sincerely,

Mackinzie Stanley
Whitman College class of 2016
Biochemistry, Biophysics and Molecular Biology Major
German Minor
Cycling Team President
stanlema@whitman.edu

Wednesday September 2, 2015

To whom it may concern,
#

I was a student in the MAP program from 1999-2005. I now attend Weber State University and am in my senior year as a Biochemical/Biophysics and Molecular Biology major and German minor. I am the president of the Chinese Team and have been awarded academic achievement and undergraduate honors all semesters so far. My future plans include attending medical school after a year or two break following graduation.
#

The MAP program made a huge impact on my outlook on learning and school. The values and skills that I learned during my 6 years in the program have stayed with me to where I am today and still remain with me 10 years later. I have compiled some of my fondest memories and most important skills that I learned in my time with MAP, although it is by no means a complete list, and have shared them below.
#

<<<<#

Creativity. We had many projects that supported this, but one of my favorite memories from MAP in terms of creativity is of the invention table in Tim's class (7th grade). This was the long table against one wall that was full of screws and other basic tools, electronics that we could disassemble and try to reassemble, paper towel rolls, construction paper, tuff balls, pipe cleaners, various types of tape and glue, etc. Here the things we created were only limited by our imaginations. There was no project to create or guidelines to follow. There were only the words 'go create something' or 'go have fun'. And we did.###
#

Respect and appreciation. This was true for my entire MAP experience, but especially so in Rebecca's class (2nd-3rd grades). I always felt the utmost respect coming from Rebecca to all of us students in the way that you'd respect another human being. She had an expectation that we treat each other in the same manner. It didn't matter that some of us were older than others or that some were better in math or writing or creative thinking or that some of us talked more than others. She expected us to be different, but she appreciated each of our different strengths and weaknesses. We felt like real people. She didn't talk to us like some grown-ups talk to children: like they don't know anything. She would complement each of us on specific things and different things to each person. It made us work better up to the expectations she had for us.
#

Time management. In Nina's class (5th grade) I remember especially that we had a couple of hours each day of the week during which we would decide (from a list of things that had to be done by week's end) what we would do. We could decide how fast or slow we wanted to get each assignment done and in what order. We could work on one at a time or part of one and then part of another. And if we were done before the end of the week, we could use whatever time we had leftover to play games like chess. It was the most rewarding feeling when I was able to finish all the assignments by the end of Thursday and know that come Friday I'd be able to play the entire hour or so that we had that day.
#

No tests or grades. This was a huge plus. We felt that learning is a continual process; that you can always learn more or improve a skill; and to take pride in completing a project to the best of our abilities and not just to meet the minimum requirements for an A.
#

There were always comments and suggestions and other sorts of qualitative feedback on whatever projects or writing assignments that we did. And we learned to love learning for the sake of learning. It wasn't to get a grade, it was because it was so much fun to learn new things. The teachers knew how we were doing in class because they checked in with us, observed our work and interacted with us in class. We knew if we knew the subject or not if we had learned the material or mastered the skill. We didn't need to wait for a one test to determine it.

#

Learning to work in groups didn't have to mean doing everything together as a group, but splitting research up so that each person has a different topic and then coming together to discuss or using each other as resources when we got stumped on a particular math problem.

#

We went on many field trips. It helped us learn about the area in which we lived, supplemented and provided examples of what we learned in class, allowed us to see the connections between our learning in class and the world outside of class, and generally instilled even more excitement for the topic and learning in general.

#

Open house and the end of the year talk program topped Heart's Desire for position of favorite time of the year.

#

For open house, the whole class worked together to decorate the room. Each person created a costume, researched their specific topic and created a short speech for the parents as they came around. It was lots of work to transform the classroom into a jungle or a Native American encampment or ancient Egypt or ancient Japan. But it was so exciting to be able to show off this amazing accumulation of all the work we had put in before having to learn about this topic and to then get to dress up and play at 6 or one evening.

#

At Heart's Desire, the entire program was brought together to mess around in the sand and the shallow water, make sand candles that we could bring home, ceremoniously, the big 5 graders and generally celebrate another wonderful school year completed.

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#

I couldn't imagine a much better way to spend my 6 years of elementary school than in the MAP program. I will be forever thankful that I got a chance to do the MAP program and continue to have fond memories from my time in MAP.

#

Thank you for taking the time to read this,

#

#

#

Mackenzie Stanley

stanlema@whitman.edu

Subject: Tuesday's Public Hearing on Ross Valley Charter

From: [REDACTED]
Sent: Monday, September 07, 2015 9:15 PM
To: Mary Jane Burke [REDACTED]
Subject: Tuesday's Public Hearing on Ross Valley Charter

Dear Ms. Mary Jane Burke,

My name is Anne Mannes and I am writing about the Tuesday evening public hearing on the Ross Valley Charter petition. Unfortunately, my schedule does not allow for me to be present for the meeting. However, I wanted to make sure my voice was included for this important education topic for families in Marin County and namely in the Ross Valley School District.

My background and story:

I am a Fairfax resident with a 5 year-old daughter who will enter Kindergarten in 2016. For preschool, our daughter attends the Spanish Immersion school in Corte Madera called Hola Kids- Language in Action. Professionally, I have worked in arts and museum non-profit education for most of my career and was a literacy coach throughout California and NYC schools for several years. For the 2014-15 year, I toured both private and public schools in the Ross Valley area wanting to learn more about what type of education is offered in this area. A strong advocate for public schools, I leaned heavily on wanting to learn more about the progressive and trendsetting curriculum being implemented in the public school realm. For example, do the schools include Spanish or dual language immersion curriculum during the school day (something important to my family and many other families in the Ross Valley), do they value music and the arts and include them as vital subjects, is there a project-based curriculum in place, is there a rich, meaningful and joyful environment where students can thrive (i.e good teacher to student ratios)? Are there alternative options for people not drawn to the traditional public school model (rotating learning centers primarily between literacy, math and science/technology)?

The Ross Valley School District tours were by far the most disappointing. I learned there was no Spanish curriculum (only afterschool options), that the kids only get 30 minutes of art/music a week via the YES Foundation, and that the classrooms are overcrowded and many without aides. One school tour guide told us that the kids are only allowed on the black top concrete and not the beautiful green space. Right now, the TK program at Brookside has 29 Kindergarteners!!! How can quality experiences take place for these kids? A transitional K classroom specifically should be the most gentle and kind environment with smaller class numbers and better ratios. This is an awful message being sent by the district (& the County) on the value they are placing on early education not to mention how they are undervaluing teachers.

We are slated to attend Manor Elementary School yet the conflict of the two-program campus is unacceptable for many families. I joined forces with Kristi Kimball last spring and presented a problem solving approach to the School Board to rent St. Rita's facility but our proposal was not acted upon quickly enough for it to become a reality. As part of our presentation, we asked the Superintendent and the School Board to communicate to us what their solution was to the ongoing 18 -year old issue at Manor School. The public has yet to hear from them on what they plan to do to fix the issues at this school. And yet, again recently, when the Ross Valley Charter group's petition was presented offering another solution, the School Board denied it based on financial concerns (not entirely warranted).

ALAS, the decision to offer alternative options for families in Ross Valley's Marin County is NOW in your hands. Not only am I advocating to see Ross Valley Charter happen, but I would like to see even MORE alternative options in our County. Why not a Dual Language Immersion charter? Why not more Waldorf schools? Why not a Montessori charter?

Allowing families to choose the education that best meets the needs of their child and family are at the heart of this decision. Please support a YES vote for the Ross Valley Charter. Help us solve the issue at Manor School! Support alternative public options in our County!

Thank you Ms. Burke for your consideration and attention to this incredibly important matter.

All the best,
Anne Mannes

Terena Mares

Subject: In Support of Ross Valley Charter

From: Lisa M. Hamilton [REDACTED]
Sent: Tuesday, September 08, 2015 9:59 AM
To: Tracey Bobo [REDACTED]
[REDACTED]

Subject: In Support of Ross Valley Charter

Dear Marin County Board of Education,

I am a homeowner and mother in San Anselmo. I can't make the board meeting this afternoon (see above: parent), so I wanted to write in with my support of the Ross Valley Charter school.

My daughter is in Kindergarten and we would absolutely enroll in the Charter as soon as it opens. I'm enthusiastic about the creative, progressive learning style proposed. I'm also confident in the leadership behind the design and establishment of a new school. For years there has been an unmet demand for public schools offering an alternative to our more conventional options in Ross Valley. The Charter School would accommodate all those families, including us.

Please vote YES for the Ross Valley Charter.

Sincerely,

Lisa M. Hamilton
San Anselmo

Subject: Ross Valley Charter - in support! -

From: McCoy Dodsworth [REDACTED]
Sent: Tuesday, September 08, 2015 10:43 AM
To: Tracey Bobo [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Subject: Ross Valley Charter - in support!

Hello,

We are Fairfax residents with a K student who just started at Manor K-5 and a one year old who will enter RVSD in 2019. We are actively involved in this community!

The state of schools here is distressing for us. We are strong supporters of public school and clearly want the best for our children. Around the neighborhood, we've had multiple suggestions to apply for a transfer to Brookside. We don't want to go to another school. We want to attend an thriving local community school. We would LOVE for there to be a Spanish immersion option at Manor! Let us focus on improving education district wide, especially the schools that need it the most. A friend who works in education said to me Manor is a failing school because there are more poor people in Fairfax. How is that an excuse? If a school is failing then give it continued, reliable attention & support.

After attending a number of RVSD board meetings in the spring I'm persuaded that the Ross Valley School Board & Super are stagnated and overly fixated on budget numbers to the exclusion of what our local families are asking for. They seem to be missing the trees for the forest, as it were. It is a travesty that we have such a high percentage of our population attending private schools. We need those families back in the public school system.

I'm certain your approval of this charter will give all Marin families more options, will entice students back from private schools and will have the happy consequence of helping Manor solidify itself as a great community school.

Thank you for your service to our community!
McCoy & Thomas Dodsworth

Terena Mares

Subject: Support for more public school options/charters in Marin County

From: [REDACTED]
Sent: Tuesday, September 08, 2015 12:39 PM
To: Tracey Bobo [REDACTED]
[REDACTED]

Subject: Support for more public school options/charters in Marin County

Dear Marin County Board,

My name is Anne Mannes and I am writing about the Tuesday evening public hearing on the Ross Valley Charter petition. Unfortunately, my schedule does not allow for me to be present for the meeting. However, I wanted to make sure my voice was included for this important education topic for families in Marin County and namely in the Ross Valley School District.

My background and story:

I am a Fairfax resident with a 5 year-old daughter who will enter Kindergarten in 2016. For preschool, our daughter attends the Spanish Immersion school in Corte Madera called Hola Kids- Language in Action. Professionally, I have worked in arts and museum non-profit education for most of my career and was a literacy coach throughout California and NYC schools for several years. For the 2014-15 year, I toured both private and public schools in the Ross Valley area wanting to learn more about what type of education is offered in this area. A strong advocate for public schools, I leaned heavily on wanting to learn more about the progressive and trendsetting curriculum being implemented in the public school realm. For example, do the schools include Spanish or dual language immersion curriculum during the school day (something important to my family and many other families in the Ross Valley), do they value music and the arts and include them as vital subjects, is there a project-based curriculum in place, is there a rich, meaningful and joyful environment where students can thrive (i.e good teacher to student ratios)? Are there alternative options for people not drawn to the traditional public school model (rotating learning centers primarily between literacy, math and science/technology)?

The Ross Valley School District tours were by far the most disappointing. I learned there was no Spanish curriculum (only afterschool options), that the kids only get 30 minutes of art/music a week via the YES Foundation, and that the classrooms are overcrowded and many without aides. One school tour guide told us that the kids are only allowed on the black top concrete and not the beautiful green space. Right now, the TK program at Brookside has 29 Kindergarteners!!! How can quality experiences take place for these kids? A transitional K classroom specifically should be the most gentle and kind environment with smaller class numbers and better ratios. This is an awful message being sent by the district (& the County) on the value they are placing on early education not to mention how they are undervaluing teachers.

We are slated to attend Manor Elementary School yet the conflict of the two-program campus is unacceptable for many families. I joined forces with Kristi Kimball last spring and presented a problem solving approach to the School Board to rent St. Rita's facility but our proposal was not acted upon quickly enough for it to become a reality. As part of our presentation, we asked the Superintendent and the School Board to communicate to us what their solution was to the ongoing 18 -year old issue at Manor School. The public has yet to hear from them on what they plan to do to fix the issues at this school. And yet, again recently, when the Ross Valley Charter group's petition was presented offering another solution, the School Board denied it.

ALAS, the decision to offer alternative options for families in Ross Valley's Marin County is NOW in your hands. Not only am I advocating to see Ross Valley Charter happen, but I would like to see even MORE alternative options in our County. Why not a Dual Language Immersion charter? Why not more Waldorf schools? Why not a Montessori charter?

Allowing families to choose the education that best meets the needs of their child and family are at the heart of this decision. Please support a YES vote for the Ross Valley Charter. Help us solve the issue at Manor School! Support alternative public options in our County!

Thank you for your consideration and attention to this incredibly important matter.

All the best,
Anne Mannes

Terena Mares

Subject: Charter school petition

From: Epler, Frances [REDACTED]
Sent: Tuesday, September 8, 2015 3:07 PM
To: Marin COE [REDACTED]
Subject: Charter school petition

To whom it may concern,

I am a mother of a 4.5 year old boy who will be entering the RVSD in the fall of 2016.

I support turning the MAP program at Manor school into a Charter School to give the community more educational options for our children. I strongly encourage you to vote Yes for the MAP to turn into a charter school. Thank you in advance for your consideration.

Sincerely,

Frances Epler-Cox



Frances Epler RN, MSN, Nurse Practitioner Cardiovascular Surgery
Marin General Hospital
250 Bon Air Road, Room 3207
Greenbrae, CA 94904
Office 415-925-7738 | Fax 415-925-7737 | eplerf@maringeneral.org

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Terena Mares

From: Hilary Harmssen [REDACTED]
Sent: Tuesday, September 08, 2015 3:02 PM
To: [REDACTED]
[REDACTED]
cwilson@marinschools.org
Cc: Judy Wilson; Mary Jane Burke; Terena Mares
Subject: letter of support for Ross Valley Charter
Attachments: RVCS_MCOE 090715.pdf

Follow Up Flag: Follow up
Flag Status: Completed

Attached please find a letter of support for Ross Valley Charter School.
Regards,
Hilary Harmssen

Hilary Harmssen
Managing Regional Director, San Francisco Bay Area
California Charter Schools Association
Email: hharmssen@calcharters.org
Cell: 650-796-2483

With the school year just starting, your school may need additional furniture, tech or school supplies. Check out [time-limited, money-saving opportunities](#) with CCSA's [Charter Advantage](#) partners. Hurry, specials end between September 21 – 30!



1107 9th Street, Suite 200 • Sacramento, CA 95814 • p 916-448-0995 • f 916-448-0998 • www.calcharters.org
250 East 1st Street, Suite 1000 • Los Angeles, CA 90012 • p 213-244-1446 • f 213-244-1448

September 7, 2015

Board of Education
Marin County Office of Education
1111 Las Gallinas Ave
San Rafael, CA 94903

Dear MCOE Board of Directors:

On behalf of the California Charter Schools Association (CCSA), we ask that you support the approval of the Ross Valley Charter School (RVCS) petition. This school will educate K-5 students in mixed-age classes through immersive, theme-based experiences that cultivate curiosity, risk-taking, and collaboration. This team brings over 18 years of educational experience with the teaching practices, program structure and governance model of RVCS.

One important component of CCSA's work is to guide quality new school developers through the petition process. We worked very closely with this team throughout the process and provided a detailed review of their petition prior to submittal. Along the way, CCSA serves as a critical friend and we do not support every petition that comes our way. We believe this team has the experience and passion to carry out the rich educational program described in their petition.

To guide your decision on this charter petition, the California Education Code is clear – a local educational agency shall not deny the approval of a charter petition unless it adopts written findings, specific to the petition, that:

1. The charter school presents an unsound educational program;
2. The petitioners are demonstrably unlikely to successfully implement the program;
3. The petition does not contain the required number of signatures;
4. The petition does not contain the required affirmations; or
5. The petition does not contain reasonably comprehensive descriptions of all of the 16 elements described by law.

CCSA firmly believes the school fully meets all these legal requirements. In light of this team's legally compliant petition, mission to provide a high quality public school to the community, and desire to meet the needs of the community, I ask that you support the Ross Valley Charter School petition and demonstrate your commitment to providing high quality public school options to all students in Ross Valley School district.

Best regards,

A handwritten signature in blue ink, appearing to read 'Hilary Harmssen', is written over a light blue rectangular background.

Hilary Harmssen
Managing Regional Director, San Francisco Bay Area

Terena Mares

Subject: Please support Ross Valley Charter

From: Sean Schertell [REDACTED]

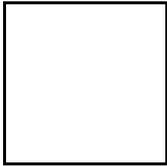
Sent: Thursday, September 10, 2015 11:33 AM

To: Tracey Bobo [REDACTED]

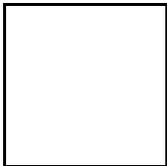
Subject: Please support Ross Valley Charter

My family lives in Fairfax and we strongly support the Ross Valley Charter proposal. Please consider the value this charter school would add to our community and SUPPORT this proposal!

Thank you,
Sean Schertell



Sean Schertell Technical Director
415.781.9370 www.datafly.net



Terena Mares

Subject: MAP Parent

From: Jeffrey Turner/Turner Marketing [REDACTED]

Sent: Thursday, September 10, 2015 1:59 PM

To: Tracey Bobo [REDACTED]
[REDACTED]

Subject: MAP Parent

Importance: High

Marin County Board of Education Team,

Due to our travel schedule, my wife and I were unable to attend the Ross Valley petition appeal meeting on Tuesday, Sept 7.

However, I would like to express my support to approve the MAP charter.

In 2002, we were fortunate to be one of the families accepted to the MAP program at Manor school.... Our son, Alex entered Tim Heth's class as a 1st grader and moved on through 5th grade and then onto White Hill.

Alex is now 18 years old, a recent graduate of Drake where he "Lettered" in two sports as a sophomore, junior and senior (football and baseball) and most importantly to us, maintained a 3.9 GPA.

Alex is confident, respectful, honesty, creative and dedicated whatever he is engaged in... a great kid (man). And is now off to attend Cal-Poly.

In thinking about how Alex will adjust to his studies in college, I asked him, "Why didn't we ever have to ask you to do your homework"? His response was..."because I wanted to be the best I could be in all my classes".

I often wonder what type of man Alex would've become had he not participated in the MAP program?

Our second son, 5th grade and third son, 2nd grade are thriving in MAP...they love school and often describe their classroom as "Awesome".

Their interest and confidence level parallels Alex's MAP experience, which gives us high hopes for them as they move through MAP and on to White Hill and beyond.

My point to all this is that our family has experienced one success story with Alex...and surely MAP will impact the present and future well being of our other two boys.

MAP instills in a child the art of collaborating as a team, while nurturing their confidence to pursue their individual self. And as a result, our children are likely to be happier, healthier, and successful, which ultimate benefits our family, their future family and the community which we share. It is for this reason alone that you offer your support to expand the program to a larger community then in its present state.

The intangibles that MAP offers are subtle and sometimes difficult to quantify, but be assured, they are successful. And it is the responsibility of us all to offer successful and alternative education options for our children and our community.

Thank you,

Jeffrey and Kelly Turner

Terena Mares

Subject: Ross Valley Charter

From: Epler, Frances [REDACTED]

Sent: Thursday, September 10, 2015 3:30 PM

To: Tracey Bobo [REDACTED]

Subject: Ross Valley Charter

Dear Board,

I would like to thank you in advance for your consideration of approving the application for the Ross Valley Charter School.

My husband and I have a 4.5 year old little boy who will be entering the RVSD in Sept 2016. We strongly encourage you to approve the appeal and give people like ourselves more options for educating our child in the public system within this district. There is an overwhelming need within our community for more options. We see the addition of a charter school within our district as a definite plus and hope that you will see the benefit as well.

Thank you



Frances Epler RN, MSN, Nurse Practitioner Cardiovascular Surgery
Marin General Hospital
250 Bon Air Road, Room 3207
Greenbrae, CA 94904
Office 415-925-7738 | Fax 415-925-7737 | epfer@maringeneral.org

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Terena Mares

Subject: PLEASE! Approve Map Charter

-----Original Message-----

From: Suzanne Lucas [REDACTED]

Sent: Friday, September 11, 2015 8:09 AM

To: Tracey Bobo [REDACTED]

[REDACTED]

Subject: PLEASE! Approve Map Charter

We really need alternatives for our children who do not "fit" into the public school.

Terena Mares

Subject: RV Charter School

[REDACTED]
Sent: Friday, September 11, 2015 9:51 AM

To: [REDACTED]

Cc: [REDACTED]

Subject: RV Charter School

Dear County Board Members and Superintendent Burke,

"Something is rotten in the state of Denmark. " All level headed comments aside, I am deeply disturbed at the obstruction that Superintendent Bagley and the RV board of trustees have continued to create, first against MAP moving to a separate location to better serve it's stakeholders who have demonstrated the continual growing demand for more choice in our dynamic school district.

Secondly, to deny the Charter School twice even after the documentation the district requested was provided by experts in their field and turning a blind eye to the public's overwhelming desire for this proven track record of MAP teachers, students and parents. Where was the community opposition at your open meeting on Tuesday?

We have a NEW superintendent, he cannot be representing our school district, our needs and our proven past by putting obstacles in our way at every turn. I am sorry that this issue creates more staff work, potentially more fiscal outlay to begin with, more creative use of their time to figure out how to make this succeed. I am sorry that we pay our representative salaries to protect our best interests who are not doing their jobs with excitement and inquiry. The hand of the MAP program was forced into a charter school appeal. They wanted so much to represent our public school in our district. Denied, denied, denied.

With all due respect, the short sightedness of the Sup. Bagley and the board of trustees is appalling. Perhaps the path of least work dealing with the budgetary concerns involved, plus old issues of negativity which have haunted MAP vs K-5 program at Manor have shrouded the issue. Your constituency, your voters, your stakeholders have proven the need and demand to preserve this program that works, not strip them of their unique titles. MAP has proven, with veteran teachers who have worked together, some for decades into making the MAP program coveted and documented a success. The mistakes or oversights in the past which were continually used against them, were just that, oversights...easily corrected now, when pointed out and time to grow. The proposal has addressed all concerns thus far. denied, denied anyway.

I meet parents all of the time in my work, from other districts who are frustrated with the lack of such a thriving program in their districts, many who send their k-8 (and beyond) children to private schools. Why? to get an education similar to what MAP provides and what the RVCS will provide.

This program is a treasure that sadly was systematically challenged to defeat as part of the public schools against the overwhelming support of your community.

I ask you to vote to recommend passage of the RV charter school proposal and make our district proud.

VOTE YES for expansion and continued innovation.

A dedicated parent and stakeholder of the RVSD.

Ross Valley Charter School Appendices and Attachments
Be Well,
Fritzi S Schnel, CMT, CHT
c-415-250-8730

Terena Mares

Subject: Our full support of the proposed Ross Valley Charter School

From: Grace DelValle [REDACTED]

Sent: Friday, September 11, 2015 9:56 AM

To: [REDACTED]

Subject: Our full support of the proposed Ross Valley Charter School

Dear Members of the Marin County School Board,

We are writing to express our full support of the proposed Ross Valley Charter School. We have three children that have graduated from the Manor School MAP program and we are forever grateful to the incredibly dedicated teaching team and parent community - visionaries, creating a learning environment that supports our kids and the larger community.

About our three girls: Maya (now 24) has graduated from the School of Visual Arts in NY, Ivy (21) is in her last semester at Eugene Lang/New School NY/ Parsons, and Sophia (12) is attending San Domenico School where at entry she was placed 1 year ahead of her peers in math/ algebra and has received certificates of merit for her 4.0 GPA both semesters last year.

Our three kids are bright, confident, thoughtful, caring and articulate individuals that connect with and inspire those around them.

I have no doubt that the multi-age model, project based learning, 21st century skills, and connection to parents and community all contribute to the success we all witness. Our family has supported MAP for nearly 2 decades now, and we have been involved in all aspects from MAP board facilitator to helping our kids perform as Willie Wonka or an amazonian anaconda, or sea squirt (yes).

Please support our Teachers, Community and especially our Kids and approve the Ross Valley Charter School proposal.

Many Thanks,

Grace DelValle & Rick Meissner

Terena Mares

Subject: Ross Valley Charter

From: Steph Harty [REDACTED]

Date: September 12, 2015 at 8:27:17 PM PDT

To [REDACTED]

Subject: Ross Valley Charter

Good day to you all.

My family feels extremely lucky to have both of our children in the MAP program at Manor.

We fully intend to enroll them should a charter be established to enable more people to take advantage of this model.

We've seen such a dramatic change in our kids and we believe it is a reflection of the classroom setting set forth by the MAP program. We recently moved from out of state. The need to accommodate more students was immediately evident. We were fortunate enough, through some pure luck and perseverance, to have a complete MAP family.

We do hope this is resolved on the county level and that the demand is met to home as many children as possible in this MAP environment.

Sincerely,
The Harty-Jackson Family

Terena Mares

Subject: Map Charter School - Approve It!

From: Kevin Wrathall [REDACTED]
Sent: Saturday, September 12, 2015 8:04 AM
To: [REDACTED]

Subject: Map Charter School - Approve It!

Hello County Board Members,

I am writing to let you know how valuable the Map program has been to my family and community, and how important it is that we support the move to making Map a charter school. These people are incredibly gifted educators that nurtured and held my son through his elementary school years. I cannot say enough about how fortunate we felt to have them and the program.

It seems unfortunate to me that all their passions and commitment might get lost in the sensitive politics of education in Marin and the fear that people have about change. We call ourselves a progressive community, yet for some reason cannot seem to support progress, experimentation and innovation.

We need to support them 100% in this effort.

Best regards,
Kevin Wrathall

Terena Mares

Subject: Ross Valley Charter

From: eric holmberg [REDACTED]

Date: September 13, 2015 at 10:00:19 PM PDT

To: [REDACTED]

Subject: Ross Valley Charter

Reply-To: eric holmberg [REDACTED]

Dear Board of Education:

I have two kids in the Multi-Age Program, in 2nd and 4th grade. I could write extensively about many wonderful aspects of MAP, but I will spare you -Your time is valuable, and most of what I would say was covered in the meeting last Tuesday. Suffice to say it has been a terrific option for our kids!

However, I'm not sure we did as good a job Tuesday making clear why MAP should become a charter. So I'm writing to give you what I think are the primary arguments:

1. **MAP is badly oversubscribed.** I know MANY who applied for the lottery but did not get in. Having only a few spots open with so many being turned away causes hurt and envy. Increasing the program from 120 to 200 would not meet demand but would come alot closer.

2. **MAP cannot be expanded within RVSD.** A separate facility (Red Hill) was judged to be too expensive. Splitting MAP into small per-school programs would create more problems than it would solve. (Note: as a charter, Red Hill could be updated at a lower cost and on a quicker timetable, but that is not a part of the petition consideration).

3. **Having two programs on the Manor campus is a recipe for contention.** Most MAP kids come from Fairfax, so some parents in the regular program feel MAP inadvertently saps the vitality of the regular program. In recent years animosity from a small group of K-5 parents towards MAP (some of whom were not able to get in) has led to headaches. In some cases this kind of contention has been successfully managed by strong leadership and conflict resolution skills at the executive levels of RVSD, but such skills have not always been demonstrated.

4. **MAP teachers are inhibited** from further improving the program, in the name of parity between the two programs. Despite these limitations the program has been a big success, but it could be much more innovative if given more autonomy.

5. **RSVD claims to value MAP but does not understand it,** and has demonstrated amply that values cost-reduction over choice. It is entirely possible that they will kill MAP, intentionally or unintentionally.

6. **The financial impact of the charter on RVSD has been exaggerated.** There would be a significant cost reduction due to the departing teachers, while RVSD would retain the property taxes. Many of kids at the charter would come from outside RVSD or from private schools.

In summary, I urge you to approve the petition. In doing so you are taking virtually no risk, but can take credit for helping create a unique and distinctive asset to Central Marin.

I thank you for your time.

Sincerely,

Eric Holmberg

Terena Mares

Subject: Charter School Proposal - support for RVSD decision from MAP parents

From: Rich Osweiler [REDACTED]

Date: September 13, 2015 at 9:06:46 PM PDT

To: [REDACTED]

Subject: Charter School Proposal - support for RVSD decision from MAP parents

Dear all,

We are new parents to the MAP program this year. Short and sweet: We'd like to voice our absolute agreement regarding the denial of the charter school proposal.

We very much like the MAP curriculum and think it will be a great fit for our daughter. That said, the location of the MAP program at Manor and having it alongside the K-5 program was just as important to us when we made our final decision. This is our neighborhood school and it's a huge positive for both us and our daughter that interaction with the students and parents in the K-5 program remain.

We've heard both sides in the meetings we've attended, and while it may be a somewhat broad generalization, it seems that the majority of the voices calling for MAP's departure from Manor and/or the start of a charter school come from those who did not have their name drawn in the lottery. Had we not, we would have been equally happy in the K-5 program as our daughter had a fantastic experience in transitional kindergarten.

I only speak for our family (though I have spoken with other families with a similar mindset): If a charter school is established and MAP leaves the Manor campus, we will without hesitation leave the MAP program.

Thanks and best,
Rich and Kathy Osweiler

Terena Mares

Subject: In support of MAP school petition

From: Eva Polony [REDACTED]

Date: September 13, 2015 at 8:11:16 PM PDT

To: [REDACTED]

Subject: In support of MAP school petition

Dear Marin County School Board Member,

My name is Eva Polony. I am a Preschool Teacher here in Fairfax Day caring Preschool. I have two sons at Manor School. One who has been on the waiting list for 4 years. My younger son has just started Kindergarten in the MAP Programme. He loves it, and he is so happy to school every day. I believe in the MAP programme and its project based learning style they use. I love that it's a multi age program and I know it is the best choice for my child.

I have been teaching 9 years and I have had the unfortunate experience to seeing so many parents disappointment when their child didn't get into MAP.

Please make this programme available to for more children.

Thank you .

Sincerely,

Eva Polony

Terena Mares

Subject: MAP Petition

From: sunila bajracharya [REDACTED]

Date: September 13, 2015 at 7:02:18 PM PDT

To: [REDACTED]

Subject: MAP Petition

Dear school Board member,

I am Sunila Bajracharya. My daughter Arya is in the waiting list for the Map Programme. I am writing you to ask to please approve the petition for the charter school. Map is the programme of choice with amazing teachers. I want that opportunity for my daughter. Please give the MAP Programme abilities to become a Charter School in Ross Valley School District.

Sincerely,
Sunila Bajracharya

Terena Mares

Subject: Please Support MAP Charter Effort

From: Brianna Cutts [REDACTED]
Date: September 13, 2015 at 12:16:54 PM PDT
To: [REDACTED]

Subject: Please Support MAP Charter Effort

13 September 2015

Dear Marin County School Board,

I am writing in support of the charter school effort for the Multi-Age Program (MAP) at Manor Elementary School in Fairfax.

In an era of TED talks, most parents of school-age children are familiar with education thought leaders such as Sir Ken Robinson and Sugata Mitra. We are informed and engaged, enthusiastic to play a role in shaping our children's learning. Please help maintain our enthusiasm by supporting a vibrant education system, one that embraces new ideas and techniques for providing 21st century learning.

I understand that our Ross Valley School District leaders and administrators have rejected the MAP charter school request for two reasons: 1) finances and 2) parody. While the financial argument still leaves many of us perplexed, what most concerns me is the need for parody. I'll sum up my fear of parody with this quote:

"When all think alike, then no one is thinking."

— — Walter Lippman

And finally, I urge you to support the MAP charter school request because you have an incredibly engaged group of parents who not only want what's best for their own children, but also will help build an ecosystem of learning that benefits all children.

Thank you for your time and consideration.

Sincerely,

Brianna Cutts

Mom to a MAP Kindergarten student

Terena Mares

Subject: RVC Approval

From: Amanda Sheeren [REDACTED]
Sent: Monday, September 14, 2015 9:28 AM
To: Tracey Bobo [REDACTED]

Subject: RVC Approval

Hello,

I just wanted to start by saying: Thank you! Thank for viewing the presentation last week, and for listening to the public comments and for truly being willing to give this program a chance. I hope, over the course of the evening, that it became clear to you that the Ross Valley Charter community (our current MAP community) is a special community, that the philosophy, while sweet and nurturing, is also rigorous and adventurous, and moreover, it works. It does what it sets out to do. This is a program that is releasing confident children into the next stages of education, setting the groundwork for confident, capable adults who have something to say, and who aren't afraid to say it. As parents, we try, desperately at times, to instill these values in our children. We want kindness and competency, compassion and bravery, free-spiritedness and deep-thinking: We want them to have a chance to be the best versions of themselves. And it's hard. We cannot do it alone. I truly believe that this community, this philosophy, this group of teachers and these empowered parents make up such a powerful movement. I always knew I wanted to be involved in my child's education, in some way. I never could have guessed, however, how empowering it would be to find such a program, and to find such an inclusive group of educators who have the power to build up parents, at the same time as educating their children. This is more than a program to turn out smart kids (although based on the research I've seen that isn't an issue) it is a program that is helping to build **STRONG FAMILIES**. Please allow more families to experience this program. Please give a choice to the families in our community. I truly believe great things can happen when strong communities are formed. This is an opportunity to affect a real and positive change in our community. Thank you so much for considering it.

Amanda Sheeren
(Mom of a 1st Grade MAP Student)
530-906-6438

Terena Mares

Subject: Ross Valley Charter Petition

From: Amy Siriporn [REDACTED]
Sent: Monday, September 14, 2015 9:22 AM
To: Tracey Bobo [REDACTED]
[REDACTED]

Subject: Ross Valley Charter Petition

Hello Trustees,

I am writing as a Fairfax resident and parent in support of your approval of the Ross Valley Charter located off of the Manor Campus. I am the mother of a 1st grader currently enrolled at Manor School in the Multi-Age Program (MAP).

In the few years that I have lived here, I have gotten to know many families in my local community who care deeply about their children's education. I personally know families who homeschool, attend local public schools, attend local private schools, commute to Novato and Sonoma for alternative charter programs, and who attend MAP. I did not expect to find so much diversity in Marin. Creating the Ross Valley Charter with the MAP teachers, parents and volunteers would:

1. Support the well being of the Fairfax/San Anselmo communities by creating enough space for families to attend the programs of their choice. It is heartbreaking for families to be denied access to the programs and educational communities they want for their families.
2. Create space and harmony at the Manor campus by allowing it to become a single program campus where a singular vision and structure can support the Manor School program to succeed.
3. Improve staff retention by creating a more cohesive singular community at Manor, maintaining small class sizes at all RVSD elementary campuses and supporting the highly experienced MAP teachers in pursuing their vision and taking ownership of their work.

This would be an endeavor not without complications and adjustments required of the community, but still a worthwhile pursuit, supported by a truly dedicated and hard-working collective of teachers, parents and community leaders.

There is enough diversity, demand and resource in the Ross Valley community to support both the standard Ross Valley School District programs as well as this Multi-age Charter School. I would support this charter even if MAP were not a good fit for my family because I believe there ought to be choice and innovation in education.

Please vote to support the creation of the Ross Valley Charter. Thank you for your work and your service.

Best,

Amy

Amy Siriporn
175 Cascade Drive
Fairfax, CA 94930
415-595-0724

Terena Mares

Subject: Ross Valley Charter School

From: Josh Graves [REDACTED]

Sent: Monday, September 14, 2015 10:12 AM

To: [REDACTED]

Subject: Ross Valley Charter School

Greetings,

I am writing to add my voice to those in support of a new Ross Valley Charter School. I currently have two children in the MAP program at Manor Elementary School. I was involved in a multi-age program when I was in elementary school that was very meaningful, and I truly appreciate the opportunity to watch my children flourish in this amazing program.

To put it simply, this program creates a community for families that want to be wholly involved in their children's education. I truly look forward to volunteering and participating regularly. The creativity, artistry, and project-based learning that I have witnessed is beyond compare. We consider ourselves very fortunate to have this option, and MANY more families would absolutely love to be a part of this program if it were not as limited by the space available at Manor school.

Furthermore, I really cannot say enough about the amazing teachers involved in this program. They are tireless, fearless, and absolutely committed to the mission of the MAP program. They foster such a warm and inviting atmosphere in the classroom and beyond, through field trips, plays, poetry, camping trips, picnics, meet-ups, musical performance, and of course the outstanding work they do in the classroom.

My five year old daughter who is a kindergartener in the program came home from her second day at school and looked up at me with those beautiful and innocent eyes of hers and said, "I like school because the teachers are so caring!" What more is there to say?

Please realize what a benefit to RVSD it will be to create a charter school, moved off the Manor site, at which we can continue to build upon the amazing work of the MAP program.

Sincerely,

Josh Graves

Terena Mares

Subject: Please approve charter petition for RVCS

From: Marssie Versola [REDACTED]
Sent: Monday, September 14, 2015 9:49 AM
To: [REDACTED]

Subject: Please approve charter petition for RVCS

To whom it may concern:

I am writing to let you know that I support the movement for the Ross Valley Charter School, and hope you will too. My soon to be step daughter is in second grade in the MAP program at Manor School, my niece is in Kinder, and my nephew in 5th grade in the MAP program. My soon to be step son also went through the program, and I support it whole heartedly.

I have been actively involved in the program since my nephew entered kindergarten 6 years ago. I've always been struck by the strength of the community within the program, built day by day and year by year through many supportive parents, families, and teachers.

To open this opportunity to additional families would be wonderful, and I believe the RVCS would help to allow more choice for more families to choose an alternative educational program for their kids, as currently, they are unable to get into MAP due to the program's current size limitations.

My family wants to be able to participate in our children's education, in the classroom, as well as in program decision-making, and through the charter we feel like we will have more opportunity to collaborate with their teachers. We believe in project-based, experiential learning and want this for our children, and believe they will receive more of this in the Charter alternative educational approach than they do in the traditional k-5 classroom.

Also, and of the utmost importance, I strongly believe that educational alternatives should be available in a free, public school model, rather than being only an option for those who have the resources to pay tuition for alternative private programs.

Thank you for supporting this important movement for our kids, our families and our community.

Sincerely,
Marssie Versola

Marssie Versola
415.309.8909
Help us #FINISHCANCER at Hood to Coast 2015

Terena Mares

Subject: Vote Yes for the RVCS

From: Barry Price [REDACTED]
Sent: Monday, September 14, 2015 9:56 AM
To: Tracey Bobo [REDACTED]
[REDACTED]

Subject: Vote Yes for the RVCS

Dear Marin County Board of Education.

The Ross Valley Charter School Petition should be granted approval for the benefit of Marin County children and families.

Their model of education inspires learning and creative thinking. The teachers are easily some of the most dedicated and passionate educators.

My oldest son is now in 8th grade and has been on honor roll every semester since 6th grade. His enthusiasm for learning began in the MAP program at Manor School in Mr. Tim's kindergarten class. My other son is currently in the Map 2/3 class and is thriving. He is a passionate creator, thinker, reader, actor, artist and humanitarian. I believe a typical classroom environment would not have inspired him as much.

I hope all of Marin's children and families continue to have access to this benchmark program. I hope the Petition for the Ross Valley Charter School is approved.

I hope you can be as inspired as our children can be.

Thank you,

Barry Price
77 Maple Ave
Fairfax, Ca

Terena Mares

Subject: Please support the Ross Valley Charter School

From: Merrell Maschino [REDACTED]

Sent: Monday, September 14, 2015 10:19 AM

To: Tracey Bobo [REDACTED]

Subject: Please support the Ross Valley Charter School

Dear Board of Education members,

I'm writing to voice my support of the Ross Valley Charter School. My older son has been on the wait list for the MAP program for 3 years, so obviously there is more demand than can be met by the current program.

The reason I'm so passionate about MAP is that my son has a learning style that would benefit from the program that MAP/RVCS offer. In the traditional program, he's been on a never ending "Behavior Improvement Plan" since kindergarden. Every year, his teachers have "the talk" with me at the first parent-teacher conference, and we agree on a set of techniques and strategies to get him through the school day without disrupting his class or landing in the principal's office. This summer, I was able to get him into a camp that was very like the MAP program. When nobody approached me to have "the talk", I started pestering the councilors, asking how his behavior was. They were surprised that I was worried, because in their program, he was a superstar, and he was so thrilled and engaged. I would love him to have a school experience like that. My greatest fear is that he'll accept that he's the "bad kid who can't learn anything" and mentally check out of school.

I will definitely find a way to get him into another program if the Ross Valley Charter School isn't an option. If he does get into the new charter school, I will happily throw all of my energy into making sure the school is a success for him and all of the kids like him.

I hope that you will support the needs of the kids in Marin County and support this charter!

Thank you,

Merrell Maschino
3 Deer Park Lane
Fairfax, CA 94930

Terena Mares

Subject: Ross Valley Charter School letter of support

From: Mandy Thomasson [REDACTED]

Sent: Monday, September 14, 2015 11:09 AM

To: Robert Goldman [REDACTED]
[REDACTED]

Subject: Ross Valley Charter School letter of support

To whom it may concern,

My family feels very positive about a charter option inside the Ross Valley School District. The Multi Age Program is a successful and popular school that desperately needs to expand in order to allow broader access to the program.

We have two children in the district. One child now at White Hill and one at Manor. Our son went through the traditional K-5 program but by 1st grade we felt it could be a good idea to put his name on the MAP list.

He was performing well in K-5 and his report cards suggested he was a good student in every way. However by 4th grade, his teacher's report card comments indicated only that he was being overly social in class and disruptive towards the teacher. He seemed to be willing to take on the bare minimum and complete tasks with little enjoyment and curiosity. The situation did not improve over the course of the year and we became concerned that a traditional classroom was no longer supporting our sons academic development.

An opening came up for a 5th grader in a Multi Age Program classroom and whilst we were concerned about such a late transition it really couldn't have come at a better time and we felt lucky to have had that option. He really enjoyed having younger kids in the class and more opportunities to work together in groups. He was able to redirect his socializing into leadership and he calmed down and did a lot more listening and observing in class.

We believe there could be many other students in the K-5 program across the District who may have their elementary experience enhanced by the availability of another option. The Ross Valley Charter School could help others like it helped us and allow the K-5 program to restore it's own identity on the Manor campus.

We intend to enroll our youngest child if the Ross Valley Charter School is approved by the County and personally know many other families with younger children that have their fingers crossed for this proposal.

As I am sure you would understand the teachers and parents of the RVSC effort have spent many hours of their own time to try and fix the problems that will inevitably continue as long as the two programs must reside on one campus. It would be a positive step to approve the petition and work with these great teachers to build a Charter school that will serve so many in the community!

Please feel free to contact if you have any further questions.

Yours Sincerely
Amanda & David Thomasson
415 299 1182

Terena Mares

Subject: In Support of Ross Valley Charter

From: Ivy Lavie [REDACTED]

Sent: Monday, September 14, 2015 11:39 AM

To: [REDACTED]

Subject: In Support of Ross Valley Charter

From: Ivy Mayer Lavie, licensed Marriage and Family Therapist (MFT), parent, Manor MAP program

Dear Marin County Office of Education,

I am one of the lucky ones. I was raised with key diversity issues (I first listed them here, but have removed them due to uncertainty about confidentiality of this letter and my being a public figure in the psychotherapy community). Since then, I've been privileged to grow into helping others live healthier lives. This includes a career as a school counselor of Kent Middle School, The Marin School, and San Domenico School. With this personal and professional experience, I am sensitive to the ways that issues around diversity can play out in subtle ways along race, class, learning differences, and all issues where people or groups may be considered "other". I joined the Manor MAP program curious to learn more about any diversity concerns. In my year volunteering in Mr. Tim's K/1 classroom, where my daughter is a student, I found myself witnessing inclusiveness and acceptance on the part of the teacher. He responded appropriately to students who seemed to be exhibiting special needs, and from what I have seen treats all students and parents non-preferentially.

I see no reason to be concerned about systemic diversity unique to the MAP program.

The diversity issues I do see in so many schools, such as gender bias being transmitted through fairy tales where the women are always beautiful and the men always strong, or social class or race bias, in which people seek to be in community with others who feel familiar, and this can lead to subtle socio-economic class or race separation, are not uncommon. I witnessed these issues as much or more at the other Marin schools than at the MAP program.

Therefore, I strongly hope and recommend that you accept the current MAP Ross Valley Charter proposal. This in itself may be a diversity issue in that, because 20% of the Marin children go to private school, the demand for charter schools by lower income folks is diluted, leading to a more two-tiered system than in other nearby counties. And typical of these situations, the middle and lower classes are split around charter vs. public school, instead of seeking to understand how the very real wealth gap and private school popularity is an invisible hand in this conflict and can diffuse the potency of public/charter school education.

Thank you very much for considering my letter.

Warmly,

Ivy Mayer Lavié, MFT

P.S. I am happy to share more about my personal diversity experience or professional observations if that would be helpful.

Terena Mares

Subject: Ross Valley Charter School

From: liz pisco [REDACTED]
Sent: Monday, September 14, 2015 12:13 PM

To: [REDACTED]

Subject: Ross Valley Charter School

To Whom It May Concern,

I am writing to express my support for the Ross Valley Charter School.

I currently have a 3rd grader in the MAP program at Manor School. My daughter, now a 6th grader, also went through the program. We do not believe they could have received a better education. The main reason for this is the teachers.

The way that it worked out for us is that between my two children, we have had five of the six teachers in the program. I can say wholeheartedly that I have never seen a more dedicated, creative and inspiring group of teachers. I have actively participated in both of their classrooms so I have seen the day to day workings first hand. The respect, attention and love they have for the children is truly phenomenal.

I strongly desire to see the program expand and to spread the wealth that has been ours with others.

Please aid these amazing teachers in their efforts to continue offering an alternative program of choice with the support they deserve.

Sincerely,

Liz Pisco
Mom of Sadie Kyburg age 11 and Benjamin Kyburg age 8

Terena Mares

Subject: Support RVSD Multi-Age Program (MAP) as a public charter school

From: Rick Mansfield at wpp [REDACTED]

Sent: Monday, September 14, 2015 12:56 PM

To: [REDACTED]

Dear Marin County Board of Education Member,

I support, and urge you to also support, the establishment of a public charter school for the current Multi-Age Program (MAP) project-based learning that has successfully existed for almost two decades at RVSD Manor grade school.

Our daughter completed 6 years of the MAP program in 2014. In it she learned to love both school and learning itself. Beyond the excellent "book learning", the MAP model of mentored/mentoring (two years in the same classroom - with the same teacher) has provided her with solid social skills that does now and will always enhance her life and that of others. She consistently; reaches out to her teachers when needed, looks for mentors (adults and peers), and willingly steps up for those that are in need of mentoring and assistance. Due to the MAP experience her and her friend's (MAP and non-MAP) play was and still is most often "project-based", doing research, planning, reaching out to involve others, and easily requesting adult support to help facilitate. I see this as "playing for life" and marvel at the life learning and bonding they experience while having great fun.

Marin County presently has one of the lowest rate of free, public charter school offerings. Approval of this charter would bring Marin into better alignment with its peer counties by giving residents one more educational option in a public school environment. The MAP charter school is not a new start-up charter with hope for success. It is a program with long time proven success, 19 years.

Our relatives across the USA are amazed at the MAP program education. They find it challenging to believe it is a free public education program. To most it rivals or exceeds that available at costly private grade schools in their areas. As a RVSD charter school "choice" option it could be expanded to serve more students throughout the entire district. Thus enhancing the draw of families to Marin.

My take is that the current issues revolve around a schism of inclusion/exclusion caused mostly by physical space needs. These needs brought on by increased student population in both Manor programs. Moving MAP to its own campus will alleviate the space and schism issues allowing the tensions to subside and a continued success of all RVSD programs.

I thank you in advance for your consideration of and reflection on this matter,

Rick Mansfield
Marin County Citizen and Consistent Voter

Terena Mares

Subject: Proposed Ross Valley Charter School: Letter of Support**From:** [REDACTED]
Sent: Monday, September 14, 2015 1:10 PM**To:** [REDACTED]**Subject:** Proposed Ross Valley Charter School: Letter of Support

Dear Board Members of the Marin County Board of Education:

I am writing in support of the Multi-Age Program at Manor School becoming a charter school.

I have been a teacher at the university level for approximately 13 years. Though one of my foci has been teaching and learning pedagogy, I cannot claim that this transfers to the elementary level. However, I do feel that many years in an academic realm, both as a graduate student studying critical pedagogy and as a teacher, give me some insight into education. I now have a kindergartener in the MAP program this year.

I know that many applications for charter schools are resisted because there is a fear that they will fail – that the leap of faith required is too great. But this does not make sense in this case, as the MAP program has been running and has been successful for almost twenty years. We ask that you clear the way for the MAP program to run on its own without the political and space constraints it now has at Manor school.

We are feeling lucky that our son got into MAP. He has a chance to thrive in this project-oriented program. He would probably not do as well in Manor's K-5 program because his learning style and personality requires that he has choices and takes initiative, arriving at his own project. This type of activity is unique to the project-based curriculum of MAP. We believe that this pedagogy is successful at cultivating individuals who are confident, who will learn how to tap into their creativity, who will know how to make judgments about how their choices will affect others and who will know how to take risks and persevere. Also, our son will do better with a smaller student to teacher/volunteer ratio. He is struggling with the large number of students on the playground during recess, PE, and lunch. A charter might be able to address this issue (which I believe is important for all children, not just mine) with a smaller student to teacher ratio. I frankly do not know what we would do if he could not go to MAP. It might be impossible for us to homeschool and I do not think the other charter in the area is suited for his learning style long term. The choice of going to MAP is really crucial for some individuals. It might be the difference between failing and thriving.

We are also thrilled that our younger son is theoretically able to attend MAP, too – we know it will be good for him. We do understand that if MAP is made into a charter, we might have to do the lottery again and lose out on being in the program that we've already been accepted to, already acclimated to – this is a great shame. But we still really believe in this program and the excellence it has already offered to the community and will continue offering if it is allowed to have its own space and governance. So we wholeheartedly call on you to give this program a new home to thrive and offer choice to the community.

Thank you for taking the time to consider all of our letters and the types of people we'd like our children to become. We call on you and ask you to really listen to the hearts and logic of the public and to back this program and give it a home.

Sincerely,

Joanna Brook

Joanna Brook

Terena Mares

Subject: In Support of the Ross Valley Charter School Petition

From: Ann Lockhart [REDACTED]

Sent: Monday, September 14, 2015 1:05 PM

To: [REDACTED]

Subject: In Support of the Ross Valley Charter School Petition

Dear Marin County School Board Trustees,

I am writing in support of the Ross Valley Charter school petition. I have 2 boys in the MAP program at Manor School in Kindergarten and 2nd grade. We live in the Wade Thomas district of San Anselmo.

First my personal story. My son is not the easy going type. He's so sensitive he can barely wear socks or stand tags on clothes. He's a late reader and is so shy and anxious in groups that he cried 1-2 hours before every day of preschool for 2 years despite a tremendous effort by all involved. He also has strengths, or course, in his love of art, wild animals and "making things". MAP has been an excellent fit for him. Not just because of the fantastic teaching, though that is wonderful, but also because of the structure of the program. Staying with one teacher and many classmates for 2 years has given him time to build trust and find a voice in his classroom. The inclusion of creative projects into the everyday work of the class has given him confidence that carries over in his struggles with reading. The community of acceptance and support that is intentionally developed in the classroom has made even special assistance by a resource teacher feel like a plus to him instead of a failure. I am seeing him grow into his best self as he is making good progress in reading and math, loves going to school each day and is eager to learn. I don't know if any of you have boys but I have been very concerned about how our schools are not setting boys up for success and have done a lot of reading on the subject. Having a boy who may not have fit well into a typical classroom, I am tremendously thankful for the opportunity to be a part of MAP and feel more families should have that opportunity in the form of Ross Valley Charter School.

As a San Anselmo resident, I saw that opportunity threatened 2 years ago when the board turned over full control of the district-wide MAP program to a principal (not our current principal) who told me personally that his goal was to serve only the Manor district, not families in the MAP program who also attended his school. There was a clear conflict of interest in having a principal responsible for managing both a district-wide and local school program at the same time. Clearly principals have handled their role at Manor differently over time but therein lies a reason that MAP as an official charter school will alleviate this year to year variation and recurrent conflict. Because the rules and regulations of charter schools are clearly defined by the state, we will not spend time debating these inherent conflicts of interest which then lead to misconceptions.

Last year the Ross Valley School Board then decided to re-initiate it's governance of MAP. The school board dissolved MAPs advisory board, revoking the parent voice, an integral part of the program for many years and revoked its status as an alternative program of choice. MAP has not been consistently supported as an alternative program of choice by the Ross Valley School district despite overwhelming desire in the community for such a program.

There are a large number a waitlisted students who would like to join the program and feel it's a good fit for their child. The district has no plans to expand the program to fit the demand. I believe this is exactly why the State of California has supported the development of Charter schools.

I strongly support Ross Valley Charter's petition and feel it will allow this excellent model of education to be accessible to more families and improve the overall public school options in our district.

Sincerely,
Ann Lockhart

Terena Mares

From: anna simmons [REDACTED]
Sent: Monday, September 14, 2015 2:57 PM
To: [REDACTED]
Subject: LETTER IN SUPPORT OF THE RVC APPEAL

Hello Board Members,

I'm a parent in San Anselmo with two children in the Ross Valley School District and one child at Drake High School. I volunteer 8-10 hours per week on average for our public schools and am currently serving as Co-Chair of the YES Foundation which raises \$1 million a year for the Ross Valley Schools. I'm committed to helping the schools provide a quality education to all our kids.

I'm writing now to express my strong support of the Ross Valley Charter. Having had three children go through MAP and volunteered weekly in the classroom, I've seen how it provides an alternative form of education that works better for some children. It also highly values creating a strong community of learners, parents, and teachers. You saw that strong community in action last week when the 40 or so MAP parents and former students spoke up in favor of the Charter.

In my opinion, creating a Charter rather than staying as a district program is crucial for MAP for two reasons:

1) **Growth:** The program cannot grow in its current location and is chronically over-subscribed which creates tensions at its current location. Teachers and parents in MAP have tried to work with the District to move the program to a campus the District owns (Red Hill) that was once a middle school but now is mostly used for storage. The District decided two years ago that it would be cost prohibitive to move the program to Red Hill. If the RVC is approved, approximately 100 more children would have access to the program. If MAP stays a district program, it will have no chance of growing in size.

2) **Survival of the Program:** During the last few years, I've observed that MAP is not being supported by the District. I'm not sure why that is given the success of the program. Most recently, I've seen the program's status as an Alternative Program of Choice (a special status under the CA Education Code) taken away by the District for the stated reason that it would eliminate the need to file an annual assessment to the state. This was done with only a few days notice to the MAP community and contrary to the wishes of MAP parents and teachers. The current lack of support and collaboration by the District with MAP has been a great disappointment to me and is frankly baffling.

A vote to grant RVC's Charter application would help MAP grow and thrive. It would also improve educational equity in our County. As you know, we have a very small percentage of kids in charter schools in our County especially compared to the percentage of kids in private schools. Please help those families who cannot afford private school to have more educational choices for their kids.

I appreciate the time and effort you all are putting in on this issue.
Best regards,
Anna Simmons

Terena Mares

Subject: Ross Valley Charter Support-Vote Yes!

From: Jeffrey Szilagyi [REDACTED]

Sent: Monday, September 14, 2015 3:39 PM

To: [REDACTED]

Subject: Ross Valley Charter Support-Vote Yes!

Dear Marin County BOE,

I'm writing today in support of the petition by the Ross Valley Charter.

As a Ross Valley parent whose had children in both the traditional Manor K-5 program and the educational model of the RVC of Multi Age and project based learning, I can firmly say that model of education has suited our children over the years.

I fully support the initiative, as its education philosophy will enrich the public learning choices in the Ross Valley. The petitioners are experienced and skilled educators with much to contribute to the lives of children in the Ross Valley. The charter will allow this educational philosophy to flourish.

Additionally, I fully believe the K-5 campus deserves a campus and culture of its own. This will be a positive side development.

Please Vote Yes!

Jeffrey Szilagyi
San Anselmo, California

Terena Mares

Subject: Support for the Ross Valley Charter School

From: Hazel Tudryn [REDACTED]

Sent: Monday, September 14, 2015 3:38 PM

To: [REDACTED]

Subject: Support for the Ross Valley Charter School

Hello,

I am a parent of two children, living in San Anselmo. Our oldest is about to enter Kindergarten next fall. I attended a few orientations this past winter to get a better sense of the Ross Valley School district. Although it has a reputation as being excellent, I was actually dismayed at the one-size-fits-all approach.

The MAP program at Manor school stood out as being dynamic, developmentally appropriate, and effective. We live in an unique part of the world, one known for creativity and innovation. I found it quite shocking that our public schools do not reflect this and instead seem more concerned with the bottom line. While some of the schools here might suit the population, it seems to me that there should be some *choice* in the district. We are a community of diverse needs and our children shouldn't have to fit into one standard mold.

We are trying to education our children for a world we do not yet know...our schools should be preparing them for the unknown (through critical thinking, creativity, and problem-solving). The Ross Valley Charter School is a well proven model that could serve many children in the area by instilling a love for learning and skills that will carry them for years.

Thank you for your time and consideration,
Hazel Tudryn
San Anselmo

Terena Mares

Subject: Letter of Support for Ross Valley Charter
Attachments: Dear County Superintendent Mary Jane Burke and Trustees.doc

From: Sharon Sagar [REDACTED]

Sent: Monday, September 14, 2015 4:13 PM

To: [REDACTED]

Subject: re: Letter of Support for Ross Valley Charter

Please find my letter of support for the Ross Valley Charter attached. I appreciate the time you are taking to receive and read these letters.

Thank you,
Sharon Sagar

Dear County Superintendent Mary Jane Burke and Trustees,

Thank you so much for the time you are taking to hear the appeal for the Ross Valley Charter. I know this is one more thing to add to your agendas, and is certainly impacting your staff's time during these several months, but we believe that we have a strong program outlined that could benefit many additional students in Marin.

As a former fourteen-year Ross Valley School Board trustee, I have quite a history with the MAP program. I was on the board in 1996 when the program was started. I have seen how the MAP program alternative has made a difference in the lives of so many children and families, and yet I was still moved when I heard parents and students get up to talk at your meeting about how the teachers and the program have impacted their lives.

We do have strong public schools that serve many of our students very well, and we can all be very proud of that. There are students and families who need something different, however, and we must advocate for them also.

There are many reasons why a public charter school, such as Ross Valley Charter, would benefit the students of Marin County. I believe it will be beneficial for many central Marin and Ross Valley students if the County Board of Education were to authorize this charter school.

In my earlier years on the school board, I observed families making inter-district transfer requests to have their needs met when their district of residence was not meeting their student's needs or the type of education that the family desired. This was a fairly common 'method of choice' until two things happened; most Marin County districts became Basic Aid or Excess Revenue Districts and enrollment started to grow significantly. With these two changes, transfers between Marin County districts have become almost non-existent. In fact, in many districts there isn't even the choice to go to a different school within that district because of increasing enrollment. This previous opportunity within public schools is now not a choice at all. In many cases the only option for families who need something different than their local public school, at least those who can afford it, is private school.

Charter schools can provide a public school option for these Marin County families, who support and need a free public education.

MAP has been able to provide a limited amount of choice to families in Ross Valley for the past 19 years. There have been many Ross Valley families who have been frustrated to not have this choice available, waiting on wait lists or moving to private schools as a result. In a few rare cases, a parent has become upset and become an opponent of the program as a result. This is an unfortunate consequence of not meeting the community need for choice.

As you heard at the recent hearing, MAP has a strong educational program that has been meeting student and parent needs for choice for many years. It has met a variety of needs, sometimes as basic as just wanting something a little less traditional, and sometimes meeting a much more dramatic need.

This has been a strong public educational choice, even when it wasn't supported well by the Ross Valley School District.

I have seen a big change in district leadership in the past few years. It is not just new people in place, but a real change in the ability for the MAP program to continue to operate as a program of choice. The many recent changes were mostly made unilaterally by the district with little or no conversation with the program governance to explain why the changes were being made. The District constantly will say it supports this program, but the many things that it has done are a direct contradiction to this message. In the past year the program governance team, which has operated for many years as a collaborative decision-making structure was renamed (so it didn't include the word "board") and then lost any ability to make policy decisions for the program. The district set up an alternative meeting structure run by the district representative but decisions were 'imposed' rather than discussed, and meetings were cancelled right before board meetings when major decisions were made to take away flexibility that the program previously had.

The final straw was the elimination of the alternative program status for MAP. This took away all choice in the program. The district can place anyone in the program if they wish, bypassing students who might have been on a waitlist. It is important to understand that the CDE describes Alternative Programs of Choice exactly as this program was run:

- Parent Participation Programs are designed so that parents and guardians provide classroom assistance and other support that is integral to the program. Typically, parents are heavily involved in setting the goals, objectives, and direction for the program. These programs are more common for students in the elementary grades.
- California state law authorizes all school districts to provide
- for alternative schools. Section 58500 of the Education Code defines
- alternative school as a school or separate class group within a
- school which is operated in a manner designed to:
- (a) Maximize the opportunity for students to develop the positive
- values of self-reliance, initiative, kindness, spontaneity,
- resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student
- learns because of his desire to learn.
- (c) Maintain a learning situation maximizing student
- self-motivation and encouraging the student in his own time to follow
- his own interests. These interests may be conceived by him totally
- and independently or may result in whole or in part from a
- presentation by his teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents and students to
- cooperatively develop the learning process and its subject matter.
- This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and
- parents to continuously react to the changing world, including but
- not limited to the community in which the school is located.
- In the event any parent, pupil, or teacher is interested in
- further information concerning alternative schools, the county
- superintendent of schools, the administrative office of this

- district, and the principal's office in each attendance unit have
- copies of the law available for your information. This law
- particularly authorizes interested persons to request the governing
- board of the district to establish alternative school programs in
- each district."

The district prohibited the MAP teachers and parents from doing any outreach at Kindergarten registration time, effectively reducing the interest in the program. Then, when parents created flyers about the MAP orientation night (because the district did none of their own promotion of the program- not one word at the four Kindergarten orientations) the district put up the following message on the MAP link on the website (it is still there):

SPECIAL NOTICE ABOUT UNAUTHORIZED MAP MATERIALS AND ELECTRONIC MEDIA

Please note this is the only MAP website sanctioned through and maintained by the Ross Valley School District. Neither RVSD nor its employees bear any responsibility for the accuracy or content of any other web page. Similarly, all official printed materials about MAP contain both the District logo and a footnote declaring the document has been approved by RVSD administration. All other documents and printed materials are neither sanctioned or approved by the Ross Valley School District.

Please note that the Ross Valley School District is the only entity responsible for communicating with you about MAP. Any printed or electronic communications received that do not come from RVSD are neither sanctioned nor approved by RVSD.

Then, if an interested parent clicks on 'Contact' for the MAP program they find:

To participate in a scheduled tour of MAP, please contact Ms. Peg Minicozzi, Manor School at 415-453-1544

For all other information regarding MAP, please contact Ms. Teri Louer, RVSD Director of Student Services, at tlouer@rossvalleyschools.org.

NOTE: Due to the 2014 discrimination complaint and corrective actions the District has taken to prevent any possible future claims of discriminatory practices, teachers and staff are prohibited from communicating directly with parents of potential MAP enrollees, unless otherwise authorized by the superintendent or designee. MAP personnel have been directed to channel all inquiries from parents of prospective enrollees, to the Ross Valley School District. Thank you for your cooperation and understanding.

I think it is important to understand that I do not have an issue with the district doing promotion of MAP, managing tours, etc. It is the manner of communicating, and tone I have an issue with. The Manor School Administrator from a few years ago agreed to do outreach to the Fairfax-San Anselmo Children's Center but then didn't, or MAP representatives would have been happy to have done it. Our charter organization, out from under the district constraints, did this without issue. If the district followed through on any of the commitments it made to do promotion of the MAP program, then parents would not have stepped in to fill the void. As a new parent explores options for their student in the Ross Valley School District, I am not sure that the above communications would make them feel that the district 'values' this program.

Basically, if the district wants to run the MAP program on its own terms, it can certainly do so. It might be a little challenging as there aren't many teachers volunteering to do multi-age classrooms, the Manor campus is tired on having two programs on the campus, and the program has been entirely created by the existing and past teachers and parents, most of who plan to move to the charter. I can almost guarantee you that MAP will not exist within one year if that happens. If the district had taken the time to sit down and collaboratively work with the teachers and parents, this program may have had a chance to continue as an alternative program in the district, but that didn't happen. The charter group stepped back after the first petition to try to work with the district but those efforts failed as the district continued to take more and more autonomy away from the program, and there was no collaboration.

The parents and teachers of the program are ready to start a new public charter school that builds upon the strengths of the program they created. We are excited to have the needed autonomy to continue the successful practices that have benefited so many students, as well as taking on new programmatic changes that we feel will make this charter even stronger.

As you may be aware, there were multiple efforts going on in the community at the time Ross Valley Charter decided to develop this second petition. There was a large effort at Manor and in the community to gather signatures for 'Two Great Fairfax Schools' attempting to keep both MAP and Manor's K-5 structures but at different campuses. This effort took place at many different venues, including at stores and online.

At the same time, RVC began collecting signatures at four locations, and our petitions clearly stated what they were for "The parent(s) listed below certify that they are meaningfully interested in enrolling their student(s) at the Ross Valley Charter School." The locations we used are: current MAP families at Manor, online on the charter school website, at the Charter School booth at the Fairfax Festival, at the Fairfax-San Anselmo Children's Center. We did not solicit signatures in front of grocery stores. It is disturbing that some of our detractors are attempting to discredit our petition by suggesting that their signatures were gathered in an underhanded way.

Both efforts above show that the community recognizes the value of having options for students but that having them both on the same campus is just not working any more. Manor School's K-5 program also needs the ability to develop a stronger identity, and it cannot do that successfully while both programs are housed there and with the continued unrest at the site.

The above information is just to give some context as to why the MAP program cannot survive in the Ross Valley School District any longer, and is ultimately why I believe Ross Valley did not authorize it. I believe they would have worked to turn down any petition that we sent to them, no matter how well written it was. I believe that everyone will benefit when this program is authorized by an organization that values the educational benefits to the students who will thrive in it, and understands that it is a strong program because of the structures that have been in place to support the teacher and parent collaboration. I believe that things might finally start to calm down in Ross Valley also, once the Ross Valley Charter is authorized. People will be able to focus on everyone improving instead of what they feel they are missing. Manor can move forward in making plans to develop its own educational identity. The families and students who need a free public alternative choice will have one. The Ross Valley School District can focus on the program that they want to offer, and not one that they feel is imposed on them.

I hope that this authorizing agency will be the County of Marin, and that you will try to maintain the autonomy of this charter much as it is written in the petition. I believe that you will be very proud of this charter, and the many people who want to make contributions to making it a strong and vital public choice for students. As a 25 year supporter of public education, I will be one of those people. I believe that you heard how much this community needs this choice, and what a difference it can make for students. I also believe that you know that there will always be detractors of any program that is 'different' and I believe that you can read the communications that come to you and figure out who those individuals are who have continued to try to undermine this program these past few years.

I look forward to a more positive time ahead. I do not like to dredge up the issues that cannot help to move us forward, but felt you might want a little more context as to why this charter was developed. Again, I thank you for your time and commitment to the students of Marin.

If I can answer any additional questions, I am happy to do so. I unfortunately have plans to be out of town during the sub-committee interviews at the end of the month, so I can not participate during that timeframe.

Sincerely,

Sharon Sagar

Terena Mares

Subject: MAP / Ross Valley Charter

-----Original Message-----

From: Maria Quintana-Pilling [REDACTED]

Sent: Monday, September 14, 2015 4:15 PM

To: [REDACTED]

Subject: MAP / Ross Valley Charter

Board Members,

My son is currently enrolled in the MAP program at Manor Elementary and we couldn't be happier. He is in Kindergarten. We would very much like him to continue with MAP and would happily enroll in the Ross Valley Charter for K-5. He is already very excited about continuing another year with Mr. Tim...and it's only been 2 weeks.

Many thanks for your consideration and support of choice for the Ross Valley children.

Warmly,

Maria Quintana-Pilling

Terena Mares

Subject: Charter School for Ross Valley

From: Melanie Peratis [REDACTED]
Sent: Monday, September 14, 2015 4:20 PM
To: rgolman@marin.k12.ca.us
Cc: [REDACTED]

Subject: Charter School for Ross Valley

Dear Board Members,

The Ross Valley Multi Age Program has been an asset to our district for 18 years and has benefitted many children, including my own. I am grateful for our experience with MAP, and so are my kids. I believe that parents deserve to have choices for their children's education, as not one size fits all. My kids thrived in the multi-age classroom and loved the project-based learning. The program created a very strong community of parents as well, and inspired us to be creative and involved. We formed bonds for life.

Clearly the program has been successful, as evidenced by the continued demand. The inability of the program to accommodate everyone who wants to be a part of it points to the need for expansion and support.

I urge you to support the Charter.

Please.

Thank you.

Melanie Peratis

Terena Mares

Subject: Letter regarding the Ross Valley Multiage Charter petition
Attachments: Rienks Letter to MCOE - RV Multitage Charter School.docx

From: Rienks, Jennifer
Sent: Monday, September 14, 2015 4:44 PM
To: 'marincoe@marinschools.org'
Subject: FW: Letter regarding the Ross Valley Multiage Charter petition

I sent the email below to Mary Jane Burke but it bounced back. Please make sure that this email reaches her and all the Board of Education members.

Thank you!

Jennifer Rienks

From: Rienks, Jennifer
Sent: Monday, September 14, 2015 4:39 PM
To: 'rgolman@marin.k12.ca.us'; 'tbobo@marinschools.org'; 'davidhellman@earthlink.net'; 'mnemzer@gmail.com'; 'epawarren@comcast.net'; 'clairettewh@aol.com'; 'mjburke@marinschool.org'; 'robinsoncurtis@yahoo.com'
Subject: Letter regarding the Ross Valley Multiage Charter petition

Dear President Robinson and Marin County Board of Education Members,

I am writing to urge you to support the Ross Valley Multiage Program's proposal to create a multiage charter school in the Ross Valley. I attended the meeting last Tuesday, Sept. 8, but had to leave for my Healthcare District Board meeting before my turn to address the Board.

My daughter, Meghan Rienks-Carney, was in the Multiage Program (MAP) from 1998-2004. Overall, she had a wonderful experience that gave her the skills and passion to follow her dream and become a successful YouTube Star and actress at the young age of 22.

Meghan was enrolled in MAP during the early days of the program when it was still struggling to establish its identity and recruit enough students to fill 3 classrooms. Parents and teachers worked together to develop the core principles and structure of the program, create the Multiage Parent Advisory Board and committees, and brochures and other materials for program recruitment. We stabilized the program, and marketed it. Interest in MAP grew and we were able to add 3 more classes to meet the growing demand.

During that time, I also had the privilege of serving as on the MAP Advisory Board for two years as Board Facilitator and became very familiar with the blessings and challenges of having both MAP and the traditional program housed together on the Manor campus. When MAP had enough slots in the program to meet demand, there was relative harmony between the two programs. Once demand exceeded the space available, tensions started increasing and this created what has been an ongoing challenge for everyone on the Manor campus.

As more parents entered their children in the lottery and competed for a space in MAP, the odds of getting in the program shrunk and more and more parents became disgruntled because they couldn't get what they wanted. Some put their children in private schools, some attended the other two schools in the District (Wade Thomas and Brookside), and many went into the traditional program at Manor. It is this last group of parents that things were particularly hard for as they had to watch other children and parents in MAP getting what they wanted but couldn't have. This created

and continues to create a very difficult situation for all involved. As a result, MAP has actually become a victim of its own success.

Supporting the Ross Valley Multiage Charter School will allow the program to finally expand enough to meet demand. As you heard on September 8th, parents and teachers are passionate about this program and willing to put in the time and energy to ensure that the Ross Valley Multiage Charter continues the success of the MAP program.

Thank you for your consideration.

Sincerely,

Jennifer Rienks

Jennifer Rienks, Ph.D.
Assoc. Director, Family Health Outcomes Project
University of California San Francisco
500 Parnassus Ave. Room MU-337
San Francisco, CA 94143-0900
SF Office: 415-476-5288
Home Office: 415-456-2882
Cell: 415-745-0474

Visit us at <http://fhop.ucsf.edu/fhop/>

Terena Mares

Subject: Ross Valley Charter School

From: Maggie McLain [REDACTED]
Sent: Monday, September 14, 2015 4:40 PM
To: Mary Jane Burke <mjburke@marinschools.org>
Subject: Ross Valley Charter School

To whom it may concern,

We are writing to inform you that we fully intend on enrolling our son, Colin McLain, into the proposed Ross Valley Charter School.

Colin is currently enrolled in MAP K-1 and we want to continue to support the program.

We firmly believe in the distinguishing characteristics of this program. We admire the age blended classroom structure and looping plan. This plan will support us in forming multi-year learning relationships with Colin's teachers, while simultaneously promoting awareness of our son's strengths and weaknesses.

We appreciate the various educational choices that Colin is currently being offered in Marin and would like to continue such choice throughout his formative elementary school years.

If you have any questions or comments regarding this letter of support, please feel free to write us back!

Sincerely,

Maggie and Ryan McLain

8 Shemran Ct
Fairfax, CA 94930

Terena Mares

Subject: Support for Ross Valley Charter School

From: Kim D'Arcy [REDACTED]

Sent: Monday, September 14, 2015 9:12 PM

To: [REDACTED]

Subject: Support for Ross Valley Charter School

Hello Education Leaders.

I already spoke at the hearing. Spoke about 20 years being too long to deny this successful approach to education its rightful place within the Ross Valley School District.

There is an outcry of support and enthusiasm and a commitment to see this through until this happens. Please take part in doing something positive for our education in Ross Valley School District and listen to what the community wants.

In this whole wide world, if not choice in Fairfax, then where? Fairfax is made up of people who seek out choice in all areas of their lives and educating their children in progressive ways with successful methods is at the top of that list.

Thank-you for your time and thoughtfulness on this important matter to so many of us.

Kim D'Arcy

Terena Mares

Subject: Our experience with RVSD's alternative program of choice, MAP

From: Ying Chiu [REDACTED]
Sent: Monday, September 14, 2015 9:29 AM
To: Tracey Bobo
Subject: Our experience with RVSD's alternative program of choice, MAP

Dear Curtis,

I am writing to tell you about our amazing experience with the MAP program. It all started 4 years ago. Our son, Kai was entering Kindergarten and we wanted to find a school that would fit him. Both my husband and I grew up in Marin County and went to public schools, so our first inclination was to look into the public school system. We heard about the MAP program and attended the information session and fell in love with the program. It was a perfect fit for Kai. There was only one problem, he was competing with forty other kids for a spot.

In 2010, at the age of four, Kai was diagnose with an articulation disorder. He ranked 6th percentile in the structured photographic articulation test and was 10% intelligible to unfamiliar listeners out of context. He qualified for IEP and attended one-on-one sessions with the speech therapist at Marindale. He is currently still in the speech and IEP. Kai is of mixed descent, Chinese and Caucasian. He was raised in a bilingual household and thus, his speech problem was overlooked by his doctor. Many times, we wondered if we "failed" as parents. Should we have been more aggressive with the doctor? Would he still have the speech problem if we got early intervention? So, you can imagine our excitement when Kai's name was picked from the lottery. When Kai started the MAP program as a kindergartener, he was really self conscious and was reluctant to speak in public because of his speech impairment. He knew that people had trouble understanding him. From the very beginning, Ms. Rebecca was very supportive of his situation. She made him feel comfortable and provided a safe and nurturing environment for him in the classroom. She gently helped him through the process and encouraged him to grow but never pushed him out of his comfort zone. We still remember the day that Ms. Rebecca pulled us aside and told us that Kai recited his favorite book "The Run Away Bunny" in front of the class. Both Ms. Rebecca and I started to cry. My son has finally blossomed into a confident young boy. His speech issues were not gone, he just had the confidence he needed to confront them and grow.

The multiage component of the program has allowed Kai to become comfortable as a leader and a follower. The project based learning gave him the opportunity to thoroughly immerse himself into each topic of study. The dynamic learning environment gave Kai comfort in speaking, performing, listening and working as a team. The creative aspect of MAP allowed him to bring his personal excitement and energy into his learning process and harness his creativity. All of these aspects, have given Kai the positive experience in education. He looks forward to going to school everyday and he is proud of what he has achieved and learned.

MAP has been a program of choice in the Ross Valley School District for over 18 years. It is a thriving and successful program year after year and has a wait list of students to long to count. Why get rid of a program that has benefitted so many children and families? We should support it and allow it to grow and flourish and let it have a life of its own? Isn't the freedom of choice that makes our national great?

Although the MAP might not be the perfect fit for everyone, it was the perfect fit for Kai. We are so happy that we had the opportunity and choice for Kai. It is so important to have such a dynamic program in Marin County and give families the option to choose what program best fits their

child. We hope that you will approve MAP becoming a charter school in the Ross Valley District and give other families the experience that we had and continues to have with Kai and his younger sister Maiya.

Sincerely yours,
Ying Chiu and Scott Porter

Terena Mares

Subject: Writing in support of RVCS

From: Arielle Sumits (asumits) [REDACTED]

Sent: Monday, September 14, 2015 6:07 PM

To: Tracey Bobo <tbobo@marinschools.org>; Robert Goldman <rgoldman@marinschools.org>; David Hellman <davidhellman@earthlink.net>; Marilyn Nemzer <mnemzer@gmail.com>; Patricia Warren <epawarren@comcast.net>; Clairette Wilson <clairettewh@aol.com>; Mary Jane Burke <mjburke@marinschools.org>

Subject: Writing in support of RVCS

To the members of the Marin County Board of Education,

I am writing to enthusiastically proclaim my support for the proposed Ross Valley Charter School. I would love to have RVCS as an alternative available to my young daughter, and plan to enroll her in the school if approved. There is a growing body of scientific evidence for the effectiveness of the project-based, experiential learning that RVCS embodies. I believe, along with the California state legislature, that educational alternatives should be available in a free, public school model, rather than being only an option for those who can afford private school tuition. As a single mother, private school is not a viable option, so I would appreciate public alternatives on a personal level. Please approve the RVCS petition. Thank you for your attention,

Arielle Sumits, Fairfax Resident

Terena Mares

Subject: Letter of support for Ross Valley Charter School petition

From: Robin Goebe [REDACTED]
Sent: Tuesday, September 15, 2015 12:00 AM
To: Tracey Bobo <tbobo@marinschools.org>; Robert Goldman <rgoldman@marinschools.org>; David Hellman <davidhellman@earthlink.net>; Marilyn Nemzer <mnemzer@gmail.com>; Patricia Warren <epawarren@comcast.net>; Clairette Wilson <clairettewh@aol.com>; Mary Jane Burke <mjburke@marinschools.org>
Subject: Letter of support for Ross Valley Charter School petition

Dear Marin County School Board Trustees,

Thankyou for taking the time to read my e-mail.

Our family has been part of the ILC and MAP Community since it's early planning stages. Five of our children have participated in the program, our daughter Meredith spoke to you at the Board meeting last week.

There have been some very consistent elements since the start of the programs that I would like to mention-

Early attention to and adoption of a strong social/emotional program, consistent across the classes, has increased the learning opportunities for all of our children and made a significant difference for some. Because of this early attention, it has meant for some children who experienced learning difficulties, that they were able to be successful and not fall so far behind that they required traditional interventions or assessments leading to an IEP. Three of our children are adopted and fit right into that category.

I have always been taken with the way the children support each other, like family often, appreciative of their strengths and mindful of the difficulties each of them experience at times during the year.

Inviting parents to work in supporting their children in the classroom has been a benefit for kids and parents both. The MAP teacher's facilitate learning by welcoming parents in the classroom and using them to enhance the class's activities. The children quickly learned that there were many adults invested in them and who valued their learning environment with their time and efforts. There were many ways parents were able to contribute.

Managing two programs on one site has been difficult. Manor School has had a steady flow of Administrators through the school over the last twenty years.

Many of them have been first or second year Principals. These have especially been the times where tensions have risen, leading to mis-perceptions. This has led to MAP teachers and families having to focus on how to make it OK that they do things in a different way, especially for the folks who are unable to be in the program.

Over the years there have been small groups of Manor parents who have become very opposed to the idea of a program that was different to the traditional one at the campus. Frequently these families had applied and been disappointed by not getting into the alternative ILC /MAP program.

There are cultural differences between the two programs at Manor. A lot of work has been done to address the challenges of managing them on a single campus, including the work and effort of a mixed group of Teachers, Administration, Classified staff, Parents and Community members from across the school district, who met monthly for most of a school year to produce a document aimed at challenging mis-perceptions, defining equity and finding a way forward with clear understandings for all.

The plan the Manor Work Group developed has rarely been used by the school or district administration, although the effort and cost was significant. Three years ago, the District could not locate a copy and none of the Trustees were aware of the document when the new Principal had questions about his role on the MAP Advisory Board that *had* been responsible for most MAP functions since it's start.

I believe that the lack of availability to families who want this type of learning environment for their children in our local district has hurt the program and the enrolled families by creating a group of very unhappy people around them. This has not helped the families for who the traditional program is their choice either.

These challenges have served to provide the children with a model of resiliency however, perseverance in adversity and joy at small successes.

I hope that you are able to see the value MAP has for our community and support the petition for RVCS, based on the MAP philosophy, before you.

Most Sincerely,
Robin Goebel

Terena Mares

Subject: I want to enroll my kids in a Charter School!

From: Natascha Nikolai [REDACTED]
Sent: Tuesday, September 15, 2015 5:08 PM
To: Tracey Bobo; Robert Goldman; David Hellman; Marilyn Nemzer; Patricia Warren; Clairette Wilson; mjburke@marinachools.org
Subject: I want to enroll my kids in a Charter School!

Dear Sir/Madam,

I am a parent of two children in the Ross Valley school District system and I very much want to see a charter school as another option for families and students in Ross Valley!

My daughter spent two years in the K – 5 program at Manor elementary and then transitioned into the MAP program for her last two years. I was so grateful that we had this option. In the alternative program of MAP she thrived academically, socially, and creatively which was in contrast to her experience in the regular K – 5 program. She is now a very successful and confident student at White Hill middle school and I believe she was enriched and fully prepared for this transition by being in an alternative program like MAP. Because of her experience my son is now in the MAP program at Manor and is having a fantastic educational experience.

Having a choice as an option gives those families who wants a different approach to education the freedom to choose and find the best educational for their children - as was the case for me.

Please support the Ross Valley Charter school to be realized. Marin residence deserve a choice. As a tax payer and constituent, I plan on enrolling my son in the program as soon as it has been created. I strongly support the creation of a charter school in Marin!

Best regards,

Natascha Nikolai
Sent from Yahoo Mail for iPhone

From: [Hilary Harmssen](#)
To: [Terena Mares](#)
Cc: [Judy Wilson](#)
Subject: Re: Deadline for Marin County Board of Education Agenda Items
Date: Friday, September 25, 2015 11:03:13 AM
Attachments: [RVCS - Dec 15, 2015.pdf](#)

Terena

Thanks again for meeting with Judy and I. Attached is our formal letter of support for RVCS for the 10/13 board packet. Please let me know if you have any questions. Thanks.

Hilary

Hilary Harmssen
Managing Regional Director, San Francisco Bay Area
California Charter Schools Association
Email: hharmssen@calcharters.org
Cell: 650-796-2483

*Spread the **Truth About Charters** and help separate fact from fiction about CA's charter public schools. While charter schools enjoy tremendous support, a number of myths persist. Share your **Charter Voices** today and amplify the success of our schools! Send your video stories to cponzi@calcharters.org.*



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October 2, 2015

Board of Education
Marin County Office of Education
1111 Las Gallinas Ave
San Rafael, CA 94903

Dear MCOE Board of Directors:

On behalf of the California Charter Schools Association (CCSA), we ask that you support the approval of the Ross Valley Charter School (RVCS) petition. This school will educate K-5 students in mixed-age classes through immersive, theme-based experiences that cultivate curiosity, risk-taking, and collaboration. This team brings over 18 years of educational experience with the teaching practices, program structure and governance model of RVCS.

One important component of CCSA's work is to guide quality new school developers through the petition process. We worked very closely with this team throughout the process and provided a detailed review of their petition prior to submittal. Along the way, CCSA serves as a critical friend and we do not support every petition that comes our way. We believe this team has the experience and passion to carry out the rich educational program described in their petition.

To guide your decision on this charter petition, the California Education Code is clear – a local educational agency shall not deny the approval of a charter petition unless it adopts written findings, specific to the petition, that:

1. The charter school presents an unsound educational program;
2. The petitioners are demonstrably unlikely to successfully implement the program;
3. The petition does not contain the required number of signatures;
4. The petition does not contain the required affirmations; or
5. The petition does not contain reasonably comprehensive descriptions of all of the 16 elements described by law.

CCSA firmly believes the school fully meets all these legal requirements. In light of this team's legally compliant petition, mission to provide a high quality public school to the community, and desire to meet the needs of the community, I ask that you support the Ross Valley Charter School petition and demonstrate your commitment to providing high quality public school options to all students in Ross Valley School district.

Best regards,

A handwritten signature in blue ink, appearing to read 'Hilary Harmssen', is written over a light blue rectangular background.

Hilary Harmssen
Managing Regional Director, San Francisco Bay Area

Terena Mares

Subject: Support of Ross Valley Charter Petition

From: Mike Waite [REDACTED]
Sent: Friday, October 2, 2015 1:01 PM
To: Marin COE <marincoe@marinschools.org>
Subject: Support of Ross Valley Charter Petition

Hello Trustees,

The Charter proposal based on our extraordinary MAP program needs your support. The Charter offers the potential to expand a program that offers an important alternative in the district, one that has made dramatic differences in peoples' lives.

I would suggest that all involved follow the observations below made by 4th and 5th grade MAP students about what it takes to work well together. Very good guidelines, and extraordinary wisdom I believe is made possible through the Multi-Age approach.

From a MAP 4/5 class on what makes a group work well. . .

- work collaboratively
- share ideas
- listen to each other
- compromise
- put ideas together
- be nice
- don't make a big deal about things
- don't be bossy
- give others a chance
- stay calm and breathe

Thank you for your consideration,

Mike Waite

County Hearing Public Comment

At the September 8, 2015 County Board Public Hearing on the Charter Appeal, 40 members from the public spoke. 38 spoke in favor of the petition and two spoke without taking a position.

County Decision Meeting Public Comment

At the October 13, 2015 County Board Meeting to vote on the petition appeal, 7 members of the audience spoke in favor of the petition, one spoke in opposition.

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

DEPARTMENT OF THE TREASURY

Date: **OCT 07 2015**

ROSS VALLEY CHARTER SCHOOL
C/O JASON MORRISON
25 DEER PARK LANE
FAIRFAX, CA 94930

Employer Identification Number:
47-1755679
DLN:
17053233315005
Contact Person:
JACOB A MCDONALD ID# 31649
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
July 10, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

-2-

ROSS VALLEY CHARTER SCHOOL

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Cooper", written over a faint circular stamp.

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements



CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW

California Code of Regulations, Title 5, Section 11967(b)(3)

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education or the State Board of Education. See Education Code Section 47605(j)(1). As per Education Code Section 47605(j)(5), the State Board of Education has adopted regulations implementing the provisions of Section 47605(j)(1). See Title 5, California Code of Regulations Section 11967 (5 CCR Section 11967).

5 CCR Section 11967 requires that a charter school petition that has been previously denied by a county board of education must be received by the State Board of Education not later than 180 calendar days after the denial. 5 CCR Section 11967(a). In addition, subdivision (b)(3) of Section 11967 requires the charter petitioner to provide a "signed certification stating that petitioner(s) will comply with all applicable law" when submitting the denied petition to the County Board of Education.

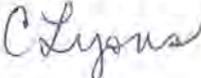
The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and
4. That the charter petitioners and the charter petition are in compliance with applicable law.

Name: Chris Lyons, Co-Lead Petitioner

Signature: 

Date: October 14, 2015

School Name: **Ross Valley Charter**