

S E Q U O I A M O N T E S S O R I



CHARTER SCHOOL PROPOSAL



September 29, 2011

Rick Kimball, Board Chair
Salem Keizer School District
2450 Lancaster Dr., NE
Salem, OR 97305

Dear Mr. Kimball,

It is my pleasure to present this charter school proposal for the consideration of the Salem Keizer School District Board of Directors. As you will see in the attached letter of support and in reading the proposal, Sequoia Montessori School has the support of a diverse group of individuals in our community. This group values the immense opportunities for learning that an authentic Montessori school provides.

In our process towards this proposal we have been fortunate to have assistance from existing Montessori public schools in Oregon, professional educators and talented community members. We also greatly appreciate the assistance of staff members from the Salem Keizer School District who have been very generous in sharing their best practices for serving children.

We look forward to continuing to work with the District on this collaborative effort to bring a wonderful educational opportunity to the families of Salem and Keizer.

Sincerely,

Gaelen McAllister
President, Board of Directors
Sequoia Montessori School

Statement of Endorsement

Given that:

- The Montessori curriculum has been researched as a solid and sound educational model
- Several Montessori based charters are already successfully running in Oregon
- The proposed Sequoia Montessori public charter school will have licensed teachers who are ESOL endorsed and Montessori trained, and
- There are several Montessori preschools already in town where parents have chosen to send their children

We the undersigned strongly support the creation of a Montessori elementary school in the Salem/Keizer school district.

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Introduction and Acknowledgements

Below is a proposal to start a charter lower elementary Montessori school in the Salem/Keizer school district. This is not the first charter Montessori school in Oregon, and this proposal draws heavily on the work of those other schools that have been running successfully since they were first founded. Community Roots Montessori School in Silverton and The Ivy School in Portland were particularly helpful in sharing their vast expertise in designing an authentic Montessori public elementary school. We are grateful for their willingness to contribute to this effort.

1. Contacted district staff.

The founders of the Sequoia Montessori staff met with district liaison, Joe Grant, on November 12th, 2010, in April 2011 after receiving the state planning grant, and most recently on August 30th, 2011 to keep him apprised of the current status of the school. They also attended State of Oregon grantee orientation with district staff, and have remained in contact during this planning phase. Individual meetings were held with Susan Reike Smith, Linda Felber and Ricki Myers to discuss services to ELL, Special Education and TAG students. Email consultation on finances has occurred with the District Business Services department. The Sequoia Montessori School has every intention of maintaining a close and positive relationship with the Salem/Keizer School District.

2. The identification of the applicant.

The applicant is the Sequoia Montessori School, an Oregon public benefit non-profit corporation, which filed for federal tax-exempt [501(c)(3)] status in July 2011. The corporation's board includes local community members and parents who are committed to establishing and sustaining the school.

Founders of the Sequoia Montessori School include:

Amy Green: Amy Green is a graduate of Willamette University, with a BA in Psychology and a master's degree in early childhood and elementary education. She holds an Oregon teaching licence and is working on her ESOL endorsement. She is currently working as the

Interim Director of Community Service Learning at Willamette University. She has a wide variety of teaching experience, working in a migrant summer school, teaching a science-based summer camp for TAG students from the Salem-Keizer School District and volunteering at the Salem-Keizer Summer Academy.

Noah Hall: Noah is a graduate of Willamette's MAT program, currently working in the library at Morningside Elementary school. He has two children who both attended Montessori programs.

Rashmi Joshi: Rashmi has over 15 years of software development leadership and experience that has kept pace with the evolution of technologies, architecture, methods and tools supporting the complete software life-cycle in both public and private sector. At Oregon Health Authority, State of Oregon Rashmi works as Application Development Manager for a Modernization program. She is involved in planning, designing and implementing successful IT solutions. Rashmi is a certified Project Management Professional and has Engineering degree in Electronics. Rashmi lives in Salem, Oregon and enjoys spending time with her family and friends and likes to travel.

Gaelen McAllister: Gaelen McAllister is the Youth Program Coordinator at Willamette University. She has a BA in Political Science and a MA in English Literature. She has been involved professionally in creating inquiry based learning opportunities for children for over 20 years. As a parent of four children who have attended Salem Keizer schools and a former Treasurer and Board President of Howard Street Charter school she is very familiar with working to create quality educational opportunities for children.

Sara Amato: Sara has a Master's Degree in Library Science and Master's in Organizational Development. She currently works part time as a systems librarian in the Mark O. Hatfield library on the Willamette University campus. She has a first grader who greatly benefited from attending a Montessori preschool and kindergarten.

3. The name of the proposed charter school.

The name of the proposed public charter school is the Sequoia Montessori School.

4. A description of the philosophy and mission of the public charter school and how it differs from the district's current program and philosophy.

This mission statement has driven the design of the Sequoia Montessori School: The Sequoia Montessori School provides an authentic and nurturing Montessori education to develop creative, inquisitive minds.

Grounded in the Montessori philosophy and pedagogy, the founders of the Sequoia Montessori School have adopted this proven educational approach that is widely available in the private sector and increasingly present around the nation as a public alternative. It is based on the idea that each student is competent, unique, and has an innate desire to learn. To implement this philosophy, the Sequoia Montessori School will do the following:

- Create a challenging interdisciplinary curriculum combining the Oregon State Academic Content Standards (aka Oregon Standards) with the Montessori Curriculum;
- Provide an abundance of learning materials specifically developed for the Montessori classroom;
- Empower the student to direct his or her own learning within the structure of the curriculum and with close guidance of the teacher;
- Facilitate inquiry, exploration, critical thinking, and creative problem solving;
- Understand and capitalize on individual learning styles;
- Educate the whole child by integrating the development of self-reliance, independence, and respectfulness with academic work.

Key Goals and Expected Outcomes

High Academic Achievement – The Sequoia Montessori School curriculum will be unique to the school. It will merge the Oregon Standards with the Montessori Curriculum and then integrate studies of our region's history, culture, and natural environment. The richness and depth of this curriculum, combined with the motivating factors of the Montessori method, will engage and challenge students so that they work at their full capacity.

Strong Links with the Community – Local organizations and businesses will provide

ongoing field study, workshops, and opportunities for students to understand the rich local history of Salem.

Social Growth and Emotional Development – Students will realize the non-academic outcomes of the Montessori philosophy, such as respect for self, others, and the environment, as well as self-motivation, and self-reliance.

Successful Montessori Program – Our program will satisfy the requirements of an accredited Montessori school by hiring Montessori certified teachers (or teachers who are actively pursuing Montessori certification) and implementing the Montessori curriculum.

Active Parent Participation – Parents will feel committed to the school and their children’s education and will contribute on a variety of levels as they are able.

Education Program

Montessori Method

The Sequoia Montessori School educational program will be based on the philosophy and methods developed early in this century by Dr. Maria Montessori in her work with underprivileged children. Dr. Montessori found that by providing carefully designed materials and by following the child’s lead in pursuit of knowledge, she could educate children who were thought incapable of being educated. Her methods were based on a fundamental trust in each child’s instinctive desire to learn. They were also informed by theories of child development and learning that were rather new in her time. The basic principles of these theories are as follows:

- Cognitive development follows a predictable progression from the concrete to the abstract. There are specific moments when children are most ready to develop and acquire certain skills. Teachers must understand these levels and introduce material at appropriate times.
- Academic, social, and emotional development are interdependent; education must center on the development of the whole child.

- Every child has an inner drive to explore and discover the world around him or her. This innate curiosity will lead to productive learning if given the proper environment, resources, and guidance.
- Learning is most productive when self-directed and founded on individual interest.
- Learning is most effective when it takes place through direct sensory experiences and interaction with objects in their natural context.
- Information should be presented in a pattern of whole-to-part, and integrated through interdisciplinary study, so students can place it in context and understand how things are related.
- Learning must be enhanced and applied, especially in later years, by going out and doing relevant work in the community.

Implemented together as a comprehensive methodology, these principles form a foundation for motivated learning and high achievement, engendering students who reach their full academic potential and are self-reliant, productive citizens adept at critical thinking and creative problem solving.

School Design

Pedagogy and Teaching Materials

Pedagogy and teaching materials will be the most compelling difference between the Sequoia Montessori School and traditional public schools. Although the basic content of the curriculum will be the same, with a strong emphasis on core subjects, the following elements will distinguish the Sequoia Montessori classroom from traditional ones:

- *Multi-age Classrooms* – Students will be grouped in multi-age clusters spanning three years in the elementary program, The three years are based on Montessori’s Planes of Development which groups students according to observable developmental characteristics. Multi-age classrooms maximize the curriculum options available to students, minimize competition, encourage cooperation, and foster self-confidence in students who serve as role models. They also provide for long-term teacher / student relationships.

- *Interdisciplinary Approach* – Subjects are taught thematically in order to strengthen their relationship to all disciplines. Students are taught to use reading, writing, and math as tools for the pursuit of knowledge and skills. This approach will motivate students to master the basic skills and use them in understanding the region’s historic, natural, and cultural resources. Montessori pedagogy concentrates first on “learning to read” then uses the interdisciplinary approach so that students are “reading to learn,” which encourages the development of strong comprehension skills as well as higher order thinking skills.
- *Montessori Materials* – Scientifically designed manipulative materials are at the heart of a Montessori classroom. Each one focuses on a particular concept or skill but addresses many levels of understanding, beginning with the concrete and moving to the abstract. The materials are self-correcting and provide the student with feedback, thus reinforcing autonomy, confidence, and self-motivation. Extensive written materials in each area of the classroom support the Montessori emphasis on research from reference books and primary and secondary sources (including the Internet) rather than compilations and textbooks.

Teacher’s Role – Teachers at the Sequoia Montessori School will rarely be the center of attention in the classroom. Instead, the teacher is one source of information among many. This departure from the traditional format frees the teacher to spend time observing, guiding students, and making notes on progress. In addition, the Sequoia Montessori School teachers will actively model appropriate, respectful behavior and positive conflict resolution. Every day children are invited to multiple lessons based on their readiness for the content and/or the completion of previous assignments. Teachers also “teach” the behavior and conflict resolution skills they then model.

- *Long Work Periods* – Whole-class instruction time will be minimal, usually limited to the beginning and end of the day. The school day will be structured to allow students to spend long blocks of time on work that they choose. This 3-hour morning work period

enables students to explore a topic or material thoroughly and to carry it through to completion. The students are choosing work to complete their assignments and to expand their learning to related topics that are of interest to them.

- *Mastery Learning* – Students will go beyond memorization and repetition to true understanding and application of knowledge, skills, and concepts, which represent higher order thinking skills. The individual student will progress at her own rate, either moving ahead without having to wait for the rest of the group, or taking the time she needs to internalize the material.
- *Classroom Design* – Classrooms in the Sequoia Montessori School will be designed to encourage exploration. Classrooms will be arranged in study centers, with clusters of student-sized tables and open areas for floor work instead of individual desks. Each study center will be surrounded by shelves of books and materials pertaining to a particular area of study: language arts, math, history, and so on. Students will be allowed to move about the classroom and choose resources as they pursue their work plan. They will have the option to work individually or in small groups. Such distinct learning spaces also address different learning styles.

With the educational program outlined above, the Sequoia Montessori School will be consistent with all of the goals outlined in ORS 338.015:

- a. Increase student learning and achievement;
- b. Increase choices of learning opportunities for students;
- c. Better meet individual student academic needs and interests;
- d. Build stronger working relationships among educators, parents and other community members;
- e. Encourage the use of different and innovative learning methods;
- f. Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools;

- g. Create new professional opportunities for teachers;
- h. Establish additional forms of accountability for schools; and
- i. Create innovative measurement tools.

5. Received 501(c)(3) Designation.

The Sequoia Montessori School has received nonprofit corporation status from the State of Oregon and filed for federal 501(c)(3) tax-exempt status on July 10th, 2011. 501c3 status will be granted by the date of the charter. The Sequoia Montessori School Board will govern the school pursuant to Oregon non-profit law (ORS Chapter 65), Oregon charter school law (ORS Chapter 338), all other applicable laws, and the bylaws adopted by the incorporators. [see bylaws in appendix A]

6. The proposed budget and financial plan including evidence that the proposed budget and financial plan are financially sound.

The Sequoia Montessori School Board realizes the great importance of a sound financial plan and procedures to ensure school success. The Board has established a sound fiscal policy (appendix B), a conflict of interest policy (appendix C) and accounting procedures. In addition, the Board has hired a seasoned charter school accountant, Brooke Serres, to advise on fiscal policies and procedures as well as perform accounting functions. Included in appendix D is a calendar of how financial matters will be reported to the School District as well as the Sequoia Montessori Board. Regular, accurate tracking and reporting of financial activities is a key part of responsible public school governance. The Sequoia Montessori School will also pay for an outside accounting firm to perform an annual audit. Results of this will be reported to the School District, State Department of Education and school community in the annual report each Fall.

The budget for the Sequoia Montessori School is attached in appendix E. The budget assumes a significant, \$210,000 implementation grant from the State of Oregon. The school has already been awarded these funds, however the State will not know if it can provide the

funds until the Federal Department of Education approves them. The timeline for this is June 2012. The school feels that the opportunity for the school is so significantly improved by the access to these funds, that the charter should be contingent upon their receipt and withdrawn if the funds are not available by June 30, 2012.

7. A description of the curriculum of the public charter school.

For the purposes of this application, the Sequoia Montessori School is providing the SKSD with a Montessori Curriculum Alignment for all ODE required subjects in Grade 1-3. Sequoia Montessori School is submitting a fully aligned curriculum for Grade 1-3 between the Oregon Standards, and the Montessori Curriculum. Please see appendix F for the aligned curriculum.

Specifically researched manipulative materials are at the heart of a Montessori classroom. Materials have been utilized for generations in Montessori classrooms as kinesthetic and inquiry-based manipulatives, and have been found to be genuine sources of Montessori-based learning. Each material set focuses on a particular concept or skill but addresses many levels of understanding, beginning with the concrete and moving to the abstract. Thus, as students revisit the materials, they add to and apply new concepts to their understanding. The materials are self-correcting and provide the students with immediate feedback, thus reinforcing autonomy, confidence, and self-motivation.

Extensive written materials in each area of the classroom support the Montessori emphasis on research from reference books and primary and secondary sources (including the Internet) rather than compilations and textbooks. Beyond these, the acquisition of and access to further materials are based upon individual need and teacher discretion. When a teacher observes an area of deficiency in a child's studies, they will choose materials to address those specific needs. If a student demonstrates a particular interest, the teacher will help him or her access materials for enrichment in the area of their particular interest while also addressing the state goals and objectives for particular grades and subjects.

The Sequoia Montessori School curriculum will encompass and align both Montessori curriculum and the Oregon Department of Education State Standards. This comprehensive correlation will ensure full coverage of all the material in both curricula. The school will update and re-evaluate its curriculum yearly based on input from test results and school audits.

Elementary Curriculum

While the Oregon Standards are organized into learning standards within content strands, much of the the Montessori Curriculum is based on the Five Great Lessons, which present the emergence of the universe and the progression of human civilization. The Sequoia Montessori curriculum will fully cover all Oregon Standards content objectives, while adhering to the Montessori principle of presenting information in a whole-to-part progression. For example, the first Great Lesson introduces the beginning of the universe, the emergence of matter, and the formation of the earth. Students take in this lesson and explore details.

Within this structure, the physical, earth, and space sciences sections of the Oregon Science curriculum are covered while students also comprehend the information within the larger context. See Appendix G: Montessori's Five Great Lessons.

The elementary curriculum strongly emphasizes math and language, then uses them thematically to study other subjects. Literature is an integrating link for all academic disciplines. Montessori emphasizes open-ended research and in-depth studies using primary and secondary sources, as opposed to relying on textbooks and other summaries. This method teaches students to utilize research, academic websites, articles, and other "real world" sources, fostering the development of the student as a world citizen who is able to navigate print-rich sources of information.

Mathematics will initially be taught with manipulative materials that demonstrate the inter-relatedness of geometry, arithmetic, and algebra. Students will understand how to work with the manipulative materials and how their findings translate into accurate conventional math computations. Students identify relationships, theorems, and formulae through their work with the hands on materials. In addition, they learn about the people who first made

these discoveries and the importance those discoveries had on modern man. The development and growth of English Language Learners will be fostered through the foundations of the Montessori model, primarily through inquiry-based learning using manipulatives. Students will learn the mathematical concepts through hands on coursework which offers immediate feedback on the success of the project. Because little language is needed for these manipulatives and learning is still successfully occurring, students are able to obtain the concepts, solidify their understanding, and then move on to gaining the English language needed to express their ideas verbally. Research from Samway, McKeon (1999) and Garcia (2002) suggests that this method of learning concepts first and then adding the new concept's language later is one of the most successful ways of teaching English Language Learners. Students are able to acquire CALP (cognitive academic language proficiency) within the Montessori model through obtaining a solid understanding of the concepts and then later applying the English vocabulary to those concepts.

Language Arts will emphasize reading skills using a combination of whole language and phonetics. Early in the elementary program, students will be introduced to the mechanics of the English language, the etymology of words, syntax, and parts of speech with the aid of the Montessori materials. Great emphasis will be placed on developing the student's ability to communicate through written word. The language arts curriculum will also cover other types of human communication, including debate, oral delivery, and group discussion. English Language Learners will thrive in the Montessori classroom because each concept is modeled by the teacher, replicated by the student, and then practiced through a process of having the student revisit the manipulative or lesson on their own multiple times until the student masters the skill set and is ready to move on to the next challenge. Montessori students are given the opportunity to review the lesson as many times as needed without holding other students up or being left behind as other concepts are covered with the rest of the class. Students gain an understanding of academic concepts as they are ready to absorb those concepts.

Social Studies and Sciences integrate anthropology, astronomy, biology, chemistry, economics, geography, geology, government, history, philosophy, physics, political science, and sociology in thematic units rather than teaching them as separate subject matters. The Five Great Lessons set the stage for the child to see and understand the extent of human labor necessary to accomplish all that present today. For example, biology instruction provides the nomenclature needed to structure and relate facts and processes in order to develop an ecological view of life and a feeling of responsibility for the environment. Again, English Language Learners will be fostered through manipulative materials which teach the concepts first, solidifying the understanding, and then allowing students to obtain the English language later in the learning.

Geography is presented to illustrate the ways in which topography and land forms have affected the histories of peoples and their civilizations. The study of human civilizations focuses on the material and spiritual “fundamental needs”: food, shelter, transportation, defense, clothing, art, religion, friendship, and character. The use of timelines, pictures, charts, and other visual aids supports the temporal sequences and the interrelationships of these disciplines. As these manipulatives are hands on and visual, English Language Learners are supported through gaining first the concept, then relating the English words to those understandings.

Music, Art, Drama, Movement, Physical Education, and Foreign Language will be integral to the curriculum. These subjects will correlate with and enhance themes currently under study. For example, while studying ancient civilizations, children research the development of music in a timeline; relating instruments, composers, musical forms, and literature to the country of origin, art, architecture, and politics of the times.

Primary Curriculum

Student grouping in Montessori education follows a 3-year, multi-age pattern. While the 6 to 9-year-olds and the 9 to 12-year-olds engage in the Elementary Curriculum, 3 to 6-year-olds engage in what is called in Montessori a “Primary” or “Children’s House” curriculum. The

Sequoia Montessori School does not currently plan to add kindergarten-aged students to its enrollment during its first two years. After that time, if funding is available and the school community is supportive, the Board will consider adding kindergarten in an appropriate Montessori manner.

The following is a description of the Primary Curriculum from “What is Montessori?,” a brochure published by the Association Montessori Internationale.

Children in the primary program possess what Dr. Montessori called the absorbent mind, the ability to absorb all aspects of one’s culture and environment without effort or fatigue. As an aid to this period for the child’s self-construction, individual work is encouraged. The following areas of activity cultivate the children’s adaptation and ability to express and think with clarity.

Practical Life exercises instill care for self, for others, and for the environment. Activities include many of the tasks children see as part of the daily routine in their home, such as preparing food and washing dishes, along with exercises of grace and courtesy. Through these tasks, children develop muscular coordination, enabling movement and the exploration of their surroundings. They learn to work at a task from beginning to end, and develop their powers of control and concentration.

Sensorial materials serve as tools for development. Children build cognitive skills and learn to order and classify impressions by touching, seeing, smelling, tasting, listening, and exploring the physical properties of their environment.

Language development is vital to human development. The Montessori environment is rich in oral language opportunities, allowing the child to experience conversations, stories, and poetry. The sandpaper letters help children link sound and symbol effortlessly, encouraging the development of written expression and reading skills. To further reading development, children are exposed to the study of grammar.

Geography, Biology, Botany, Zoology, Art, and Music are presented as extensions of the sensorial and language activities. Children learn about people and cultures in other countries with an attitude of respect and admiration. Through familiarity, children come to feel connected to inspire a reverence for all life. The comprehensive art and music programs give children every opportunity to enjoy a variety of creative activities, as well as gain knowledge of the great masters.

Mathematic activities help children learn and understand the concepts of math by manipulating concrete materials. This work gives children a solid understanding of basic mathematical principles, prepares them for later abstract reasoning, and helps to develop problem-solving capabilities.

Transition to higher grades

The Sequoia Montessori School is committed to addressing transition plans for students who re-enter the SKSD public school system after completing the charter school's program. Extensive research has been done to understand the impacts of Montessori education. Most recently, evidence to support re-entry of Montessori students in a traditional school system includes the following study from "Montessori: The Science Behind the Genius" by Angeline Lillard (page 36):

"The group of children with whom the Montessori children were compared was a particularly challenging one with which to find a difference: fellow students at their current high schools who were matched for gender, ethnicity, and socioeconomic status. Over half of the 201 Montessori students in the study were placed in Milwaukee's top four high schools. Because many factors might operate to bring children to such high schools, this makes up a very high standard group for comparison. It would be more optimal if the comparison group at on-set of treatment, rather than at four years post treatment.

Given this comparison group, the results of this study are remarkable. Children who were in

public Milwaukee Montessori schools from pre-school to fifth grade scored significantly higher on standardized tests (ACT and WKCE) than did matched controls at their same high school. Further analyses of these data are underway, but on all measures obtained to date the Montessori group's average score is either equal to or more positive than that of the non-Montessori children."

8. Created goals/standards and objectives which reflect a comprehensive instructional program.

- a. Sequoia Montessori School will implement a Montessori curriculum designed to align with the Oregon Department of Education's state standards and objectives. This curriculum has been proven effective in other Oregon Charter Montessori Schools. Please see Appendix F for the curriculum alignment.

9. A description of any distinctive learning or teaching techniques to be used in the public charter school.

- a. *Scientifically based research that information is based on:* The Sequoia Montessori School will primarily utilize and implement the Montessori instructional method, which is defined as a child-focused, inquiry-based learning system where students are encouraged to discover a passion for academics through choices and interest-centered learning. This method is realized through manipulative-based teaching, which allows students to revisit concepts until mastery is obtained.
- b. *Evidence supporting the charter premise:* Four public Montessori charter schools have opened in Oregon, including the Ivy School in Portland, Lewis and Clark Montessori School in Gresham, Ridgeline Montessori in Eugene and Community Roots School in Silverton. These schools have been successful in recruiting and retaining

students, and have grown in population, which has resulted in the addition of multiple classrooms within the school. In 2006, it was estimated that over 5,000 schools in the United States were incorporating the Montessori method.

There is strong support for a elementary Montessori school in the Salem-Keizer school district, as is evident by the success of three private Montessori preschools, one public Head Start preschool, and the Chemeketa Early Learning Program, which has a Montessori-based curriculum. Support for the Sequoia Montessori School has been documented with a contact list of over 60 individuals who have expressed interest in sending their child to SMS, helping with school development, or both.

Learning Techniques

In an elementary Montessori classroom, the children choose their work freely from the various integrated curriculum centers and work at their own pace. The role of the teacher is to put the child in touch with the environment through the lessons, and then to allow the child the freedom to choose how and when (s)he will accomplish the work required from that lesson. The materials are self-correcting and learning becomes the child's own reward. The teachers monitor each individual child's development and ensure that every child works in all of the many different core curriculum areas throughout the year to ensure a well-rounded education.

In each classroom, three-hour blocks of uninterrupted work time are implemented. This allows the student to fully explore and experience all aspects of his or her Sequoia Montessori School work. This time is kept free of outside distractions as much as possible to ensure that each student can remain focused on his or her areas of learning. The Montessori materials are tactile and are designed to teach from the concrete to the abstract. As the child becomes familiar with the materials, they be-

come very comfortable with them and are able to move from grade to grade with ease and confidence.

Teaching Techniques

Through the teachers' training programs, each Montessori teacher will utilize an illustrated lesson album in each content area (Language, Mathematics, Biological Sciences, Physical Sciences, Social Sciences, Geometry, and other areas such as Music, Art, and Life Sciences). Each album covers the developmental level of learning that the teacher is certified to teach: ages 6 – 12. These lessons fill many volumes of binders as they are quite detailed in the passages from basic concepts to the most abstract acquisitions. By design, the Montessori lessons allow the teacher to isolate a particular skill for presentation to a child, thus placing him or her into the learning process at the point where the child is ready for this new work. Each student is tracked step by step through the process and is helped through passages that may be more difficult than others.

Support of English Language Learners

English Language Learners are of particular interest to the board of the Sequoia Montessori School. The board believes that the Montessori model should be available to all students, regardless of socioeconomic status, race, gender, cultural background, or other potential limiting factors. Currently, the Montessori model is only available in the Salem area through private preschools and kindergartens.

Students in the Montessori classroom are constantly developing language as a part of the curriculum through observing demonstrations by the teacher and daily practice of speaking, reading and writing in the English language as they begin to develop mastery of each area of communication. Sequoia Montessori teachers will incorporate language acquisition forms and functions into daily activities through les-

son planning, as required by the SMS board and administrator. Montessori is a natural environment for students to successfully acquire the English language through interest-based learning, low-risk lessons, and hands-on manipulatives. Current research supports the Montessori method as a successful tool in English Language Acquisition, and is discussed at length to follow.

Garcia (2002) states that in order for a classroom learning system to be successful with any group of students, the programs must address different language groups, different grade levels, different subgroups within a class and different proficiency levels of English Language Learners. Buynitzky (2006) suggested that the Montessori method addresses all of these needs within one classroom, based on its core values and philosophies. Some of the ways in which these program areas are addressed include the teacher using specific instruction, modeling the lesson, practicing correct classroom behaviors and academic expectations within the classroom, and then providing opportunities for students to practice their skills with hands-on learning resources, rather than language-based learning resources and experiences. This is especially important for the beginning and early intermediate English Language Learners, who may excel at a task which is hands-on, but struggle with a task which is language-based in nature.

Buynitzky further conveyed the connection of Dr. Montessori's philosophy as an inherent program designed to meet the needs of English Language Learners. Her article noted that Montessori teachers are trained to find learning styles which fit the whole student, and support the student as an individual. The Montessori method promotes students taking an active role in their education through inquiry-based learning in which they are free to make choices, resulting in joyous learners who thrive in the classroom.

Garcia (2002) suggested that teachers who are teaching successful ELL students are learning about the needs of their students and finding multiple teaching styles to fit learning styles. The Montessori method is a natural choice for teaching ELLs in the classroom as it offers a variety of methods to fit different learning styles.

Garcia also addressed the critical role of the teacher to enhance the school experience for all students within a multicultural classroom. Children must be interested in their education, they must see some purpose behind academics, and most importantly, they must feel the desire to learn in order to be successful. According to Buynitzky, children who are given choices in their education will choose to work on what interests them and brings them joy at the time. Therefore, it is important for teachers to not only allow students time to explore inquiry-based learning, but also offer the materials which are needed in order to do so.

Montessori education is based on this principle of choice and encouraging a child's exploration and interests within specific educational boundaries, namely curriculum standards. When children in Montessori classrooms are given choices, they become joyful learners, eager to participate and investigate. They take on the roles of decision-makers, learners, and, often times, the role of the teacher. These choices empower the child to excel at what they do well, and once they have mastered those skills they are able to teach others and then begin mastery of a new subject with confidence.

The Montessori method addresses English Language Learners in a new manner; capitalizing on their strengths and developing skills to help them grow. It is essential to the method to plan lessons which are easily accessible to students of all language backgrounds. Lessons at the Sequoia Montessori School will be designed to be easily demonstrated by the teacher, easily replicated by the student for practice, and would

provide immediate feedback for students. Montessori teachers traditionally explain a lesson using language, demonstrate the lesson using the lesson's hands-on materials, then show an example of success, and finally encourage students to try the lesson on their own or with a partner. This allows students of all language levels to fully understand the purpose and desired outcome of the activity.

The Montessori classroom is a natural environment to incorporate both **GLAD** (Guided Language Acquisition Design) units and SIOP (Sheltered Instruction Observation Protocol) strategies. The GLAD method is Montessori in nature, providing low-risk lessons with immediate feedback for students that can be practiced over and over by a student until mastery is gained. SMS will require GLAD training for teachers during the first two years of opening. Teachers will use GLAD to incorporate thematic units, a key strategy of the Montessori method.

Montessori encourages the development of English Language Learners by supplying hands-on materials in a low-risk environment where students can check their understanding through immediate feedback. They do not need to wait for the teacher's comments or for a test to come back with marked answers, which often loses the meaning for students who have turned assignments in and had to wait for corrections. Students are able to work with others or independently on a project which they enjoy doing. The students are not learning from a book, which may have too much language, but are learning from the models, answer keys, mini lessons with the teacher, and through working with peers, if they chose to do so. This motivation for learning is central to the acquisition of a second language (Cummins, 1991). This self-directed, inquiry-based style of learning improves educational persistence in students, supporting students' success in the academic system.

The Montessori method stresses that in order for children to be successful, they must learn at their own pace and enjoy their classroom activities. SMS will encourage children to help choose classroom units based on their personal interests. SMS will help all students, particularly ELLs, find joy in the classroom instead of the traditional dread or fear which may have encompassed ELLs in the past. Sequoia Montessori School will offer ELLs the chance to be successful in a safe environment by lowering the students' affective filter (Krashen, 1978), resulting in the acquisition of not only conversational English, but also the language of academia. Cummins (1991) refers to these types of language as BICS, Basic Interpersonal Communication Skills (conversational English language), and CALP, Cognitive Academic Language Proficiency (academic English language), both of which second language learners must acquire in order to be successful in their education.

10. A description of the expected results of the curriculum and the verified methods of measuring and reporting objective results that will show the growth of knowledge of students attending the public charter school allow comparisons with public schools.

A cornerstone of Montessori education is keen observation of each child as he or she pursues his or her work. The teacher uses a series of internal assessments to address the individual learning styles and needs of regular education students by monitoring individual progress using "classroom based assessments," including daily observation, and progress reports.

Many of these techniques have been used in Montessori schools for decades, not simply for monitoring, but as the mechanism for understanding where each student is in his learning in order to guide him appropriately. As each child matures, he or she plays an increasingly integral role in setting personal goals, assessing his or her

own work, and tracking his or her own progress with teacher oversight and guidance. Additionally, teachers complete assessments by reviewing the work that students present as a result of working with materials after a lesson. Students need to master one level of work in order to be presented to the next.

Reporting Results

Teachers at the Sequoia Montessori School will be constantly assessing, by observation, student's progress. Parents will be provided with detailed progress reports two times a year during parent conferences, and there will be a final progress report at the end of each year. See sample of Montessori report card, appendix H.

Sequoia Montessori School will focus particular interest on English Language Learners. All SMS teachers will be required to hold or be in the process of obtaining their ESOL endorsement. Teachers will administer the Woodcock-Muniz in order to identify English Language Learners and the level of understanding and acquisition at which they are currently working.

In order to ensure that English Language Learners demonstrate a year of growth in language acquisition through a summative assessment, the Sequoia Montessori School will rely on the ELPA testing, already administered through the District. Formative assessment happens daily through teacher observations of students, and SMS will adopt any formative assessment that the district designs or implements in the future to measure the growth of English Language Learners in English acquisition.

11. The governance structure of the public charter school.

The Sequoia Montessori School has received nonprofit corporation status from the State of Oregon and has filed for federal 501(c)(3) tax-exempt status. The Sequoia

Montessori School Board will govern the school pursuant to Oregon non-profit law (ORS Chapter 65), Oregon charter school law (ORS Chapter 338), all other applicable laws, and the bylaws adopted by the incorporators. [see bylaws in appendix A]

As a nonprofit corporation, the Sequoia Montessori School will have a Board of Directors (heretofore School Board). The School Board's core purpose will be to uphold the school's mission, ensure the school performs according to its charter, and comply with all applicable laws. The School Board will model an ethical, cooperative, consensus-driven, decision-making process. The School Board's major roles and responsibilities will include:

- a. Establishing and approving all major educational and operational policies;
- b. Approving all major contracts; and
- c. Approving the school's annual budget and overseeing the school's fiscal affairs.

The School Board will consist of five to ten members, and will include parents as well as community members with educational, legal, financial, managerial, marketing, facilities, and/or public relations experience and expertise. The School Board will model the highest ethical standards and when any other member is faced with an issue that could be construed as a conflict of interest, that individual will disqualify him/herself from deliberating and voting on that issue. [see conflict of interest policy in appendix C]

The Sequoia Montessori School Board currently has five members who will serve through June of 2013. The current board members are Sara Amato, Amy Green, Noah Hall, Joshi Rashmi and Gaelen McAllister. All five board members have been actively involved in the start-up of the Sequoia Montessori School and have agreed to continue to provide leadership through the initial year. They are committed to

providing quality leadership and will participate in board training in the 2011-12 school year. Additionally, the Sequoia Montessori Board will hold an annual retreat and participate in annual board training sessions.

The Sequoia Montessori School also proposes to invite an assigned delegate from the Salem/Keizer School District to attend and participate in the board meetings as an ex-officio board member if the Salem/Keizer School District wishes to accept the invitation.

School Administrator

As soon as the charter is approved, the Sequoia Montessori School Board will hire a School Administrator who will oversee the operations of the school. The Sequoia Montessori School Board will work closely with the School Administrator to ensure that the school adheres to the charter mission and goals. The School Administrator, once hired, will attend all board meetings.

Until a School Administrator is hired, the Sequoia Montessori School Board will use federal incentive grant dollars to pay for Administrator Consulting Services to advise the Sequoia Montessori School Board on how to handle administrative issues. When there is not a School Administrator, references to School Administrator will be replaced by the Sequoia Montessori School Board Chair or designee.

The School Administrator will also organize the parent/community support group which will include representatives from all stakeholder groups: parents, teachers, support staff, administration, and the community. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies.

12. The standards for behavior and the procedures for the discipline, suspension or expulsion of students.

- a. These must be in place prior to school starting at the charter school or the contract is rescinded.
- b. Must adhere to requirements contained within the No Child Left Behind legislation.
- c. Must show calendar specifying staff development regarding this topic.

Standards for Behavior

A core tenet of the Montessori philosophy is to model and create a peaceful community with respect for others as individuals. Montessori schools have a strong grace and courtesy element as well as a peace curriculum. The Sequoia Montessori School will create a community of adults and children who model peace through respect for self, for others and for the environment. The children will be active participants in creating the social climate for the classroom. The Sequoia Montessori School teachers will give lessons in how to be peaceful and how to respect others and the environment. The children will discuss the consequences for disrespect, lack of safety for others, and other misbehavior. It will be the expectation that children learn to work and live together respectfully.

Montessori teachers set the tone for peace and harmony within the environment. The adult is responsible for engaging the child in a productive activity. Montessori philosophy is that “no child is a misbehaving child,” instead, it is the environment that must be adapted to correct the behavior, which the child will do for himself. The Sequoia Montessori School teachers will partner with parents and students to hold each child accountable for his/her behavior in a positive manner.

“Freedom within limits”, or the level of freedom a child is allowed is contingent upon the level of responsibility (s)he exhibits, is the foundation of the philosophy regarding discipline in a Montessori environment. Preparation of the environment and carefully defined ground rules are key to successful discipline. When a child oversteps these boundaries and redirection does not work, a serious discussion of the situation occurs between the teacher and the student. At this time, age appropriate consequences directly relating to the situation are laid out. Should the child continue to disobey, the consequences will be enforced. If a child is endangering his or her safety or the safety of another person, an adult will intervene immediately and remove the child from the situation. Once the child/children are safe, the teacher can assess the situation and choose appropriate discipline measures.

If the child’s body is out of control and he or she is unable to respond to redirection, discussion, or consequences, the teacher may choose to have the child sit quietly in a calm part of the classroom to regain self control. When the child is able to return to work calmly, he or she may do so with permission from the teacher. “Freedom within limits”, or the level of freedom a child is allowed, is contingent upon the level of responsibility (s)he exhibits; this is the fundamental philosophy regarding discipline in the Montessori environment.

Procedures for Discipline

On or prior to the first day of school, each parent and child will be given the Sequoia Montessori School Parent/Student Handbook (draft available in appendix I), which will outline behavioral expectations and consequences, students’ rights and responsibilities, school discipline policy, and other valuable information. Each parent and child will be asked to sign and agree to the Sequoia Montessori School’s rules regarding student conduct.

While the school needs to have policies regarding discipline, it is really important for the elementary classroom to establish its own ground rules and consequences. Each student can then take ownership of his/her role in making the classroom community work.

The Sequoia Montessori School plans to adopt and utilize the District's student suspension and expulsion policies as outlined in documents JD and JDR on the Salem/Keizer district website:

<http://www.salkeiz.k12.or.us/content/qam/student-policies>.

The Sequoia Montessori School will deny admission to non-resident students who are under expulsion from another school district.

Professional Development regarding District, State and school policies and procedures for discipline will take place before the start of school and throughout the year. Please see appendix J for professional development calendar.

13. The projected enrollment to be maintained and the ages or grades to be served.

For the 2012-13 school year, the Sequoia Montessori School will open with two 1st-3rd grade classroom with up to 30 students in each class. A third classroom, also 1-3rd grade, will open in the second year of operation For planning purposes, the Sequoia Montessori School is projecting enrollment and configuration as follows for the initial three year term of the charter.

2012-2013 School Year: Grades 1st through 3rd, up to 60 students.

2013-2014 School Year: Grades 1-3, up to 90 students.

2014-2015 School Year: Grades Remain at 90 students, consider adding Kindergartners.

Although grades will be blended, consideration will be given to enable equal numbers of students in each grade when able (i.e. ten 1st graders, ten 2nd graders and ten 3rd graders for a class of 30). If the allotted number of spots for a particular grade is not utilized, the vacancies may be filled by corresponding grades (i.e. ten 2nd grade spots are available and only nine applications are received, the extra spot may be taken by a 1st or 3rd grade application).

The Sequoia Montessori School requests the ability to change the proposed configuration upon negotiation and agreement with the Salem Keizer School District if demand warrants and facilities allow.

14. A description of admission policies and application procedures.

The Sequoia Montessori School shall use admission policies and application procedures outlined in the Admissions Policy. (See Appendix K)

Children of the Sequoia Montessori School's founders and employees may be exempted from the lottery outlined in the admissions policy, so long as the total number of students allowed under this exemption constitutes a limited percentage of the school's total enrollment. The Sequoia Montessori School will ask Salem Keizer School District to co-sign a waiver request to the State Board of Education to allow for this exemption.

When recruiting students, the Sequoia Montessori School will target all segments of the Salem/Keizer School District community. The Sequoia Montessori School will recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities; but the

charter school may target additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs.

15. The target population of students the public charter school will be designed to serve.

a. For the population that is being targeted, how will you address the diversity that may occur as a result of the lottery?

In compliance with Oregon State Law, the Sequoia Montessori School will be open to any resident of the Salem Keizer School District. If enrollment allows, students from outside districts may be accepted in coordination with the Salem Keizer School District.

When recruiting students, the Sequoia Montessori School will target all segments of the Salem/ Keizer School District community. The Sequoia Montessori School will recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities. It is the desire of the Sequoia Montessori School Board that a specific outreach effort be made to recruit low-income, and Hispanic students. The school has secured planning grant funds from the State of Oregon specifically targeted to education and outreach to low income parents who may have little or no knowledge of Montessori philosophy.

In order to be prepared to truly serve all populations, our teachers will have their ESOL endorsements and we will give preference to teaching and assistant applicants who are fluent in Spanish.

More information on outreach can be found in question #23 and #28.

16. The legal address, facilities and physical location of the public charter school, if known.

- a. What are the developers' expectations from the District regarding facilities issues?
- b. If facilities are not known 90 days prior to opening of the charter, the contract is rescinded.

The Sequoia Montessori School does not yet have a location. Pending the granting of the charter, the board will investigate suitable locations in the greater downtown Salem area. The Sequoia Montessori School will work in close partnership with Salem Keizer School District Facility staff to determine appropriate space, and to obtain necessary occupancy permits and health and safety approvals. The school will have a site selected and a lease or shared use agreement in place 90 days before the opening of the charter.

17. Addressed and identified facilities issues?

The ideal location for the school will be in the center of Salem, near Willamette University and the state capitol. The school has determined that three 1000-1200 square foot classrooms, an office space, and LRC room and adequate outdoor space is required. Separate staff and student restroom facilities, adequate food storage and preparation space, and private staff work space will also be sought. Outdoor space may be adjacent park or shared space with another institution. As stated throughout, the school's intention is to make Montessori teaching accessible to lower income families, so every effort will be made to locate in proximity to high needs schools. Budget funds have been set aside for renovations to assure that the school space meets all building and safety codes for elementary schools.

18. The statutes and rules that shall apply to the public charter school.

The Sequoia Montessori School is exempt from all statutes and rules except for following:

- a. Federal law
- b. Public records law (ORS 192.410 TO 192.505)
- c. Public meeting law (ORS 192.610 to 192.690)
- d. Municipal audit law (ORS 297.405 to 297.555 and 297.990)
- e. Criminal background checks (ORS 181.539, 326.603, 326.607 and 342.232)
- f. Textbook adoption procedures (ORS 337.150)
- g. Prohibition against tuition and fees (ORS 339.141, 339.147 and 339.155)
- h. Discrimination (ORS 659.150 and 659.155)
- i. Tort claims protections (ORS 30.260 to 30.300)
- j. Health and safety statutes and rules
- k. Any statute or rule listed on the charter
- l. Statewide assessment (ORS 329.485)
- m. Academic content standards (ORS 329.045)
- n. Any statute or rule that establishes requirements for school-year and school-day instructional time
- o. The provisions of ORS 338

19. The proposed school calendar for the public charter school, including the length of the school day and school year.

- a. The developers must provide this 90 days prior to the school year starting.

The Sequoia Montessori School will closely follow the school calendar for the Salem Keizer School District (<http://www.salkeiz.k12.or.us/content/calendar>). All students will participate in the annual number of instructional hours required by the state: 810 hours for students in grades 1-3; 900 hours for students in grades 4-8 (as required by OAR 581-022-1620 - Required Instructional Time).

The Sequoia Montessori School will have a seven-hour school day Monday through Friday, 8:00am-3:00pm. The proposed schedule during a school day is described in Appendix L.

20. A description of the proposed staff members and required qualifications of teachers at the public charter school.

- a. Completed criminal background checks and fingerprinting must be completed and submitted to the District prior to contact with any students.

The Sequoia Montessori School will begin recruiting staff pending the approval of its charter application by the Salem Keizer School District. The Sequoia Montessori School will abide by Oregon law ensuring that all teaching staff are “highly qualified” and all teaching staff will hold an Oregon teaching license. The Sequoia Montessori School will make the qualifications of teaching and professional staff available to SKSD upon request once those staff are hired. Teachers will be licensed, certified in elementary Montessori education, will hold or be pursuing ESOL endorsements, and be registered with the Teachers Standards and Practices Commission. Teachers will oversee and guide up to 30 students per classroom.

Non-teaching staff for areas including one-on-one special education aides will be contracted through the Salem-Keizer School District Student Services Department as needed. Specialized teachers in languages, arts and music will be contracted hourly. SMS will hire two Instructional Assistants, one per classroom for up to 30 students, with preference being offered to bilingual I.A.s in order to assist ESOL students. Instructional assistants will aid teachers in all classroom duties, including organizing materials, working with students on individual stations, and assisting in lessons. Ongoing professional development will be provided to the classroom aides to assist in their understanding of the Montessori model.

One administrator will be hired and hours will decrease or remain consistent, as determined by the board. The administrator will have knowledge of the Montessori curriculum and will be knowledgeable in Oregon State Standards, Benchmarks and OAKS administering. The administrator will be responsible for overseeing the school, ensuring that the needs of the students are met, managing employees, and acting as liaison between the board of directors, school employees, and Salem-Keizer School District. S/he will administer implementation funding and make arrangements to provide training and professional development opportunities to parents and classroom teachers. The administrator will ensure that all state standards and benchmarks are being addressed in the classrooms, and that the overall progress of the school is meeting the goals set forth by the founding members and board of directors. An expert Montessori consultant will be hired to formulate professional development plans with the teachers and evaluate their success. This plan and the resulting evaluation will be shared with the Board of Directors twice each year. At the direction of the founding team and then the Board, the administrator will hire contract employees for accounting, legal, marketing and other part time duties as necessary to operate the school.

All teachers and staff members will complete criminal background checks and be fingerprinted prior to employment and prior to contact with students.

21. The date upon which the public charter school would begin operating.

The Sequoia Montessori School intends to open in fall 2012. Mirroring past practice of the Salem Keizer School District, the school will open on the Tuesday after Labor Day on September 4, 2012.

22. The arrangements for any necessary special education and related services provided pursuant to ORS 338.165 for children with disabilities who may attend the public charter school.

The Sequoia Montessori School Design Team has met with the Salem Keizer School District Student Services liaison, Linda Felber, to ensure compliance with all federal and state laws, as well as district policies for students with special needs.

Sequoia Montessori School will fully comply with state and federal regulations governing special education. If a new special needs student comes into Sequoia Montessori School with an IEP, a team meeting will be held with staff and parents to determine how best to meet the child's needs in the new school setting. The school will send a student list to the Student Service Department within 10 days of the lottery or enrollment for each child in order to identify and resolve any needs for services before the start of school.

Extra assistance will be provided to children on Individual Educational Plans (IEPs). There will be ongoing consultation between teachers and staff. When necessary, direct services in the form of a "pull-out" from class will occur. Generally, students will be able to participate in the classroom activities because the Montessori educational model is well suited to children with different needs and learning styles. There is an emphasis for all children to work at their own pace, using an individualized pro-

gram, and multi- sensory materials. If necessary, Special Needs children who attend Sequoia Montessori School will have their individual learning contracts modified to comply with requirements of their IEP.

Sequoia Montessori School will have an LRC located in a room near the two classrooms. The LRC will have two tables for aides to work individually with students and with groups of students. Aides will have access to all of Sequoia Montessori School's educational materials. Sequoia Montessori School will provide all materials necessary to administer each student's IEP.

Specific methodologies, data collection systems and service delivery models will be entirely dependent upon each student's IEP. These will be developed in cooperation with the district and parents, as described in Appendix M: "Charter School Flow Chart of Activities for Students Who Qualify for IEP Activities".

Sequoia Montessori School will coordinate with the Salem/Keizer School District Student Services Department to make arrangements for any necessary special education and related services. Pursuant to Oregon charter school law (ORS 338.165), Salem/Keizer School District will retain the responsibility for providing special education and related services to students who attend the Sequoia Montessori School and are eligible for special education services. A concise summary of the process can be found in Appendix M, "Charter School Flow Chart of Activities for Students Who Qualify for IEP Activities". Sequoia Montessori School will conform to this process. Sequoia Montessori School and Salem/Keizer School District Special Services have planned for close consultation from the Child Find end of the process to delivery of services. This includes:

Identification of students from enrollment lists who qualify for IEP services or are currently in evaluation for eligibility;

Special Services advice and direction in identifying emergent special needs in enrolled students;

Consultation with Student Services, staff, and parents of admitted students on the appropriateness of the Montessori method to the student's IEP;

Coordination with Resident Districts that are not Salem/Keizer School District (Student Services wishes to contact these districts directly upon admission of their students and expects Salem/Keizer School District will deliver services using the IDEA and ODE funds attached to the students and transferred from the resident district);

And delivery of services IEP Students can be seamlessly supplemented onto the services existing at the school using federal IDEA and State ODE funds attached to the students.

Formal Agreement with the Salem Keizer School District

The section below details the formal agreement presented to Sequoia Montessori School by the Salem Keizer School District. These terms align with SMS intended policy and practices for Special Education students who enroll at SMS:

SMS warrants and represents that it will comply with requirements of federal and state laws concerning the special education of school-aged children who are eligible under the IDEA, and with all District policies and regulations implementing the requirements of federal and state laws concerning the special education of school-aged children who are eligible under the IDEA, as such laws and policies apply to Sequoia Montessori School including but not limited to the following:

- a. SMS will enroll students without regard to their status as special education students. The parties intend by this process to ensure that the Charter School

does not intentionally discriminate against enrolling special education students or otherwise violate applicable laws;

b. SMS shall initiate District provision of special education services by notifying the District within five days when a child with a disability on an IEP applies for enrollment in SMS.

c. Upon receiving notification from SMS the District shall convene an IEP meeting within ten school days to review and, if necessary, revise the student's existing IEP and to make a placement determination, whether in or out of SMS. For purposes of placement decisions, SMS is considered the school the child would attend if not disabled. The IEP team must have a District Representative in attendance as well as appropriate District specialists;

d. The District has the discretion to determine which specialized programs will be offered at the charter site. The District is responsible for ensuring the provision of special education and related services required by the child's IEP. SMS shall cooperate in the provision of these services on site;

e. The District shall retain all state and federal special education funding for SMS.

f. SMS shall provide substitutes for SMS staff, who are required by the District to attend IEP meetings or other meetings related to a SMS special education student as required by the District;

g. SMS staff will comply with training required by an IEP team for delivery of services to a SMS student who is on an IEP;

h. Special education transportation shall only be provided by the District to a special education student if it is listed as a related service on the student's IEP;

- i. SMS shall immediately notify the District when it suspects that a student may have a disability and may need special education services as a result of that disability. SMS will collaborate with the District in collecting referral information required by the District;
- j. SMS shall comply with federal and state law regarding the discipline of students with disabilities;
- k. SMS shall be responsible for ensuring the administration of any statewide assessment for students with disabilities enrolled in the Charter School, unless otherwise specified by agreement between SMS and the District. The District shall provide a student with disability accommodations or other assistance as part of the statewide assessment process to the extent such accommodations or assistance is required by a student's IEP;
- l. SMS will provide adequate classroom space, a desk, lockable file cabinet, for the Salem-Keizer special education teacher as well as adequate student desks and chairs.
- m. In the event a nonresident student is enrolled at SMS, the Charter School agrees to provide written notice of the student's enrollment to the District within 10 days. The written notice must include contact information for the enrolled student's parent or guardian.
- n. SMS will provide written notice of the student's withdrawal (for any reason other than graduation from high school) to the District within 10 days. The written notice must include contact information for the enrolled student's parent or guardian.

ADA/504 Obligations

SMS acknowledges that it is legally responsible to comply with Section 504 of the Rehabilitation Act of 1973, the American's with Disabilities Act of 1990 and ORS 659 with respect to its student, staff, and patrons. SMS will indemnify and hold the District harmless from all claims under these statutes.

Transportation

a. Pursuant to ORS 338.145, Salem-Keizer shall provide transportation to SMS student(s) if:

- i. The student(s) can be picked up on an existing bus route, and
- ii. The student(s) can be dropped off at the SMS campus on an existing bus route, and
- iii. There is seat space available on the bus for the student(s).

b. Also pursuant to ORS 338.145, any transportation costs incurred by the District for, to, and from SMS shall be considered approved transportation costs and may be funded through the transportation grant.

Delivering Services within the Montessori Model

Below are detailed the opportunities the Montessori method presents for delivering services to special needs students as part of their IEP, addressing the individual needs of TAG students and the unique learning style and rates of all students.

Identifying Learning Levels

Using the Montessori materials as diagnostic tools as well as the Montessori standard of teacher observation, provide the teacher with the ability to assess students to identify individual learning levels. The self-pacing methods, such as the Montessori Method, use flexible grouping practices to allow children to advance at their own

pace. Self-pacing can be beneficial for all children and is not targeted specifically at those identified as gifted or talented, but it can allow children to learn at a highly accelerated rate. Directed Studies are usually based on the student's self pacing. Children are free to learn at their own rate and level of achievement. The child chooses the activities in which he/she participates to fulfill assignments and works at his/her own pace. Through observation and student-teacher conferences, the teacher determines when a child has perfected an exercise and is ready to move to a higher level or more difficult exercise. The teacher provides additional help and instruction if a child performs a task incorrectly. Students will go beyond memorization and repetition to true understanding and application of knowledge, skills, and concepts. The individual student will progress at her own rate, either moving ahead without having to wait for the rest of the group, or taking the time she needs to internalize the material.

Special Needs Students

Montessori classrooms help children with disabilities make choices and become independent learners in many ways. In a Montessori classroom, children may choose any material for which they have had a lesson given by the teacher. The children's activities, therefore, are not predetermined by a teacher's lesson plans. Children with disabilities are afforded the same opportunities to choose materials each day as their typically developing peers. They make truly meaningful choices many times each day. This also fosters independence, because as early as a child's second day, she is encouraged to choose from any of the materials presented the day before. With her first choice, she is taking a step toward becoming an independent learner. Independence is also facilitated by offering children a long uninterrupted block of work time daily, freeing them to truly experience this independent learning style. Work in a Montessori classroom is introduced to children based on individual readiness

rather than the average chronological age of classmates. When a child with a disability works on an individual need or skill that is very different from the needs of his peers, he or she is not set apart as different or viewed as an extra responsibility. Children with disabilities can work with their friends, or alone, as the skill being learned demands. The sequence of a child's lessons may also vary without interrupting the flow of classroom work. Children with disabilities may, when necessary, pass through a skill sequence in a different order or at a different rate than a typical developing peer.

Talented and Gifted

Sequoia Montessori School will provide appropriate educational services to students identified as "Talented and Gifted" (as defined in ORS 343.391) such that instruction shall address the student's assessed levels of learning and accelerated rates of learning. The Salem/Keizer School District will assist Sequoia Montessori School in the identification process of TAG students and Sequoia Montessori School shall provide the services consistent with state law and district policy. Sequoia Montessori School will follow district procedure for the screening and identification of students eligible for Talented and Gifted services.

The Kingore Observation Inventory (KOI) that the Salem Keizer School District TAG program uses to help identify Talented and Gifted students aligns well with the standard practices in a Montessori classroom. The emphasis in the KOI on analytical observation, open ended activities designed to encourage high level responses and developing connections across instructional areas, go to the heart of what an authentic Montessori teacher practices each day. SMS will therefore be able to provide ample opportunities for identification of TAG students.

Sequoia Montessori School will coordinate with the Salem/Keizer School District TAG department, as needed to serve the needs of talented and gifted students who attend Sequoia Montessori School. SMS will coordinate training of staff with the TAG program and appoint one licensed teacher to be the TAG advocate for the school. SMS understands that the TAG program will charge the school for formal testing of a child to identify for TAG. SMS will compensate staff to attend TAG District and parent meetings, including arranging substitutes, if necessary.

A large number of the Program goals and services for a TAG program are attainable through the individualized education delivered by the Montessori method. Sequoia Montessori School will ensure out-of-class district activities are available to TAG identified students.

Accessibility

Sequoia Montessori School will work with the district during the selection of a facility in assuring that physical accommodations for accessibility are available in the event of enrollment or employment of Section 504 protected individuals. The school will use parental consultation and the process for serving IEP eligible students, outlined in Appendix M, as a guideline in delivering services to Section 504 protected individuals, which will often take the form of plans developed and implemented by Student Services. Sequoia Montessori School proposes that the Salem Keizer School District provide for any specialized Health Services for 504 students.

23. Information on the manner in which community groups may be involved in the planning and development process of the public charter school.

In line with Montessori philosophy that the school is rooted in the community, SMS has sought community partners in the development of the school from the start.

Many members of the founding team have ties to Willamette University. In addi-

tion, Rita Moore a Professor in the Graduate School of Education serves on our curriculum development committee. Professor Warren Binford has helped us attain legal advice through the Willamette Law Clinic. The university community has responded extremely supportively to the school and SMS will continue to develop these relationships.

Another source of support has come from educators in Montessori preschools. These schools are an excellent source of advice and a good conduit of information from and to the families who may enroll children in SMS.

As stated throughout this proposal, it is the intention of the school developers to create an enrollment that truly represents the diversity of Salem. To that end, we have sought partners who have strong relationships with low income and/or Hispanic families. SMS has contacted Jaime Arredondo of Colonial Libertad Farmworkers Housing Development Corporation in order to seek assistance in making Sequoia Montessori School accessible to the Hispanic community. Colonial Libertad will host family education nights and assist in translating information accurately to families. Their location within the core area that the school plans to serve provides an excellent opportunity for collaboration in services.

In addition, SMS has funds set aside to contract with Salem Keizer Coalition for Equality in order to reach out to Hispanic families. Their services will include advice on how best to interact with families, culturally appropriate translation, access to their contact list and space for community outreach meetings.

24. The term of the charter.

The Sequoia Montessori School proposes a charter term of three years, encompassing the 2012/2013 - 2014/2015 school years.

25. The plan for performance bonding or insuring the public charter school, including buildings and liabilities.

The Sequoia Montessori School will secure and maintain in good standing all types and levels of insurance as required by law. The Sequoia Montessori School will seek insurance coverage from the PACE Program offered by the Special Districts Association of Oregon. SMS shall, at its own expense, secure, retain and provide certificates of insurance to risk management for commercial and general liability insurance, errors and omissions, directors and officers liability insurance, data security coverage, automobile liability (if needed), workers compensation, employee dishonesty, property insurance and any and all other insurance deemed necessary by the District.

26. The manner in which the public charter school program review and fiscal audit will be conducted.

The Sequoia Montessori School will report to the Salem/Keizer School District and the State Board of Education at least annually on the performance of the school and its students. The Sequoia Montessori School will disclose in its report information necessary to make a determination of compliance with the requirements in ORS chapter 338.

The Sequoia Montessori School proposes to use the format in Appendix N for its annual program review, which covers all elements outlined in the Salem Keizer Charter School Handbook, section VII, Charter Agreement Review.

The Sequoia Montessori School will have an annual audit of the financial accounts of the school prepared in accordance with ORS 297.405 to 297.555 and 297.990. The annual audit shall be forwarded to the Salem/Keizer School District, the State Board of Education and the Department of Education. This information will also be available to the community on the Sequoia Montessori School web site.

27. In the case of an existing public school being converted to charter status

- a. The alternate arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school; and
- b. The relationship that will exist between the public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representative, if any.

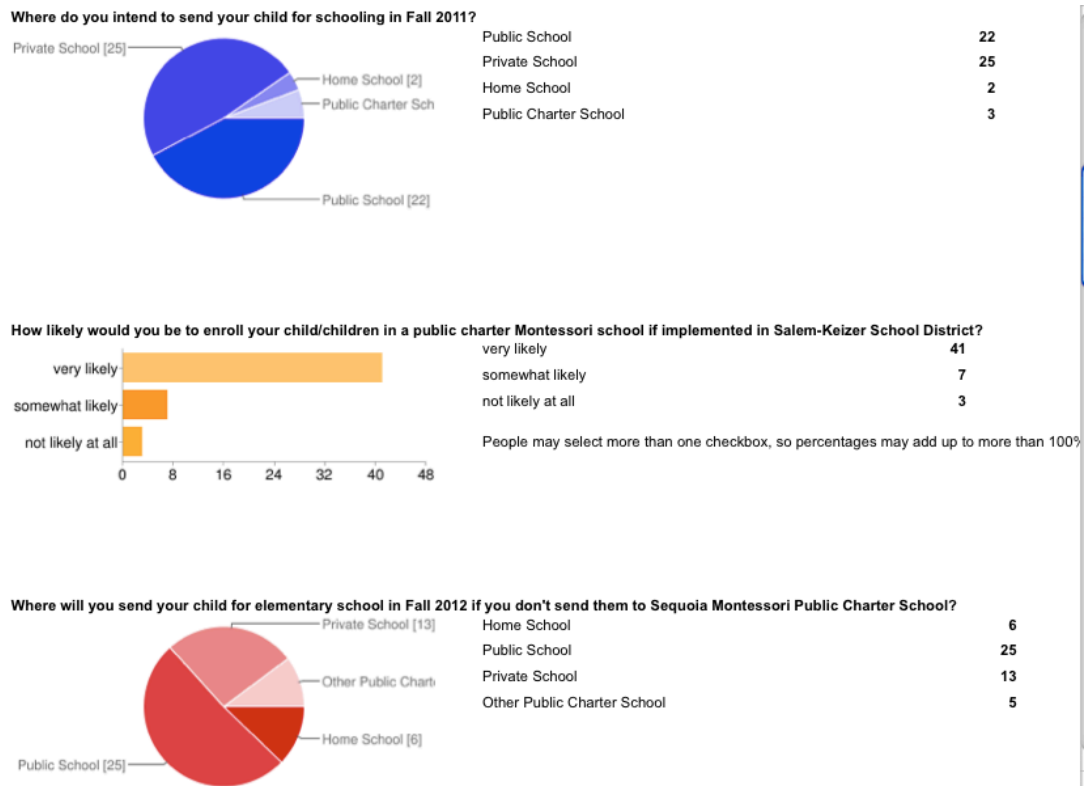
The Sequoia Montessori School is a new school, not a conversion of an existing school so this question does not apply.

28. Demonstrated sustainable support for the public charter school by teachers, parents, students and community members?

The Sequoia Montessori School Board has done extensive outreach in the Salem Keizer community. A public meeting was held in November 2010 to gauge interest before the planing grant application was submitted to the Oregon Department of Education. Forty supportive community members attended the meeting. Three Board members, and other community partners were recruited from that initial meeting. After receiving the state grant, another public meeting was held on June 3, 2011. From these two meetings, a contact list of 75 people interested in the school has been compiled. The majority of those on the contact list are parents with pre-school age children who would like their children to attend the school, however many of those actively involved in creating the school including half of the Board, are not potential parents. These community members, many with educational backgrounds, support the school because of their understanding of the excellent educational model Montessori can provide.

In addition, the Board has contacted operators of the three private Montessori pre-schools in Salem and received positive support from them. Many of the families they serve struggle in finding an elementary school that aligns with the type of educational model their children have enjoyed in preschool. The families often end up enrolling in private elementary schools or homeschooling. A public Montessori school is seen as a much needed option for these families.

Community members have stepped forward to assist with curriculum design, marketing and facilities. Additionally, information has been available on the Sequoia Montessori School website at www.sequoiamontessorischool.org. The outreach has continued with an online survey distributed widely to gauge parents' interest in sending their children to the school. The survey (see appendix O) was distributed electronically by email and on Facebook and with hard copies. It was available in Spanish as well as English.



Results showed significant support for the school (82%) as well as a significant portion of supporters who otherwise would attend private school or homeschool 37%. These results came from responders who tended to already have knowledge of Montessori philosophy.

It is the intention of the SMS Board to do extensive community outreach over the 2011-2012 school year to educate more families about the Montessori learning environment so they can make an informed choice for their child. Funds from the school's planning grant are set aside for these outreach activities. In the Fall of 2011, using State planning grant funds, we will host community education nights. These will be held in both Spanish and English to begin the education and input process with our future school community. All meetings have been and will continue to be advertised in area newspapers, libraries, flyers in businesses throughout town, and through word of mouth.

29. Shown whether the value of the charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education as offered by the District?

The Sequoia Montessori Board sees the value of the opportunity for the families of Salem and Keizer to experience the Montessori method of learning as significant. The school looks to providing a pilot of Montessori pedagogy that can serve as a model for innovation at other elementary schools in the District. Results from other Montessori elementary schools show that graduates who move on to other schools continue to perform better than their peers. The small size of the school and its ability to draw a significant portion of enrollment from families who otherwise would

not be choosing public school, should not create an significantly adverse effect on District enrollment.

30. Identified the designated employer of the charter school?

The designated employer of the charter school will be the Sequoia Montessori School.

31. Held discussions with representatives from the associations representing District Staff?

Contact was made with Kathleen Sundell from SKEA and Leslie Harper from SKACE. A meeting was held with Sequoia Montessori Board member Gaelen McAlister and Ms. Sundell and Ms. Harper on September 22, 2011. They were informed that Sequoia Montessori intends to directly hire licensed teachers and classified staff.

32. A proposed plan for the placement of public charter school teachers, other school employees and students of the public charter school upon termination or non-renewal of a charter.

In the event that the Sequoia Montessori School loses its charter status through revocation or non-renewal, the Sequoia Montessori School Board and Administrator will work with the Superintendent and the School Board of the Salem/Keizer School District to assist students in securing enrollment in a suitable public school. Every effort will be made to ensure that students experience nominal disruption in their education.

To the extent possible, the Sequoia Montessori School will also assist teachers and other employees in identifying suitable professional education employment opportunities elsewhere.

Also in the event of closure, the Sequoia Montessori School will render all assets purchased with public funds to the State Board of Education for disbursement in accordance ORS 338.105(6).

33. Addressed all district policy and procedure questions?

- a. Show evidence of the charter school's policies and procedures
- b. Provide a copy of the policies and procedures that will be followed.

The Sequoia Montessori School plans to follow all Salem/Keizer School District policies as listed at <http://www.salkeiz.k12.or.us/content/qam/district-policies>, with the exception of :

Admissions Policy (Appendix K)

Complaint Policy (Appendix P)

Fiscal Management (Appendix B)

Conflict of Interest (Appendix C)

For procedures, see draft copy of handbook, Appendix I

The Sequoia Montessori School does not discriminate on the basis of race, color, national origin, sex, disability or age in any of its policies and activities.

34. Created plans to address staff training?

- a. Provide a copy of the professional development calendar with topics and months that the training will take place.

The Sequoia Montessori School recognizes the importance of extensive professional development opportunities for all staff members. Professional development will be provided to all staff members through various school-wide and individual opportu-

nities. SMS will observe the same teacher in-service days as the Salem-Keizer School District in order to support staff development. Teachers will be encouraged to attend all professional development opportunities provided by SKSD and SMS. Topics will include, but are not limited to, Montessori pedagogy, Oregon State Standards, Oregon State Assessments, Classroom Management, ELL, and Special Education topics. The professional development calendar for SMS will align with the Salem-Keizer School District's professional development schedule, and will be augmented with Montessori-specific training opportunities.

The Sequoia Montessori School will seek professional Montessori development opportunities from Montessori Associations such as the American Montessori Society (A.M.S.), Association Montessori Internationale (A.M.I.) and the North American Montessori Teacher Association (N.A.M.T.A.). Pedagogical support will also be provided with professional Montessori classroom observation and consultation or Montessori trainers providing in-service training to the whole staff. Please see appendix L for a tentative Montessori-focused professional development calendar.

Teachers and instructional assistants will work with the school administrator each year on a professional development plan. They will complete a goal setting exercise to customize and plan individual professional development tasks for the year. The licensed staff's plans will be approved, in writing, by the school administrator. In addition, staff members will be responsible for maintaining a log of all professional development activities.

Professional development will be an on-going and an integral part of the Sequoia Montessori School's long term school improvement plan. SMS teachers will participate in extensive professional development to ensure that they are deeply familiar

with the state standards in their content areas and familiar with how the school's curriculum aligns with the state standards across subjects.

35. Specify the outcomes pupils are to achieve that also reflect the capability to provide service to academically low-achieving students?

Sequoia Montessori School students will gain a mastery of Oregon state benchmarks and demonstrate this proficiency through their class performance and on OAKS testing in third through fifth grades.

Services to academically low-achieving students:

While the nature of Montessori curriculum allows for individualized instruction tailored to the individual student's learning needs, the Sequoia Montessori School has budgeted for expert Montessori consultant services to assist teachers with the development of research-based interventions as needed for the specific student situation. Interventions will include peer-to-peer mentoring or one-on-one teacher time, and additional time allotted for practice and repetition.

Further details of how the distinctive teaching techniques of Montessori apply to low achieving students can be found in section 9. Additionally, as seen in the description of the daily observation logs and our sample report card in appendix H, ample opportunities for ongoing formative assessments are part of standard Montessori practice.

36. Identified criteria for evaluating and monitoring the progress of the public charter school?

a. How will meeting Adequate Yearly Progress (AYP) be addressed?

The Sequoia Montessori School intends to mirror the instructional goals of the Salem Keizer School District in relationship to Oregon’s academic content standards and benchmarks. In the first year of operation with third grade students, state assessments (OAKS) will be administered. SMS will use the results of the OAKS assessments to evaluate student intervention needs. Based on those evaluations, SMS will consult specialists in the areas of deficiency to revise curriculum and implement any additional areas of instruction. The goal is for all Sequoia Montessori School students to demonstrate proficient or advanced competencies in Reading, Written and Oral Communication, Mathematics, and Science as defined in the Oregon standards.

The Sequoia Montessori School will collect adequate yearly progress data using the same methods that the SKSD utilizes for the following populations:

- a. All students
- b. Racial/ethnic groups
- c. Economically disadvantaged children
- d. Students with disabilities
- e. Students with limited English proficiency

Sequoia Montessori School will evaluate student progress using daily formative assessments and individual curriculum progress tracking sheets.

Daily Observations and Recordings

A cornerstone of Montessori education is the keen teacher observations of each student as the children pursue their work. Montessori teachers receive intense training in the art and science of observation. The Montessori educational program is based on Maria Montessori's comprehensive observation of the development of young children engaged in educational work experiences.

Teachers will be committed to significant observation of the students. There will be two major outcomes of this activity: 1) a record of what the teacher sees for documentation and reporting purposes and 2) a gathering of information for the teacher which aids in planning for the next phase of individual student's academic development.

The range of methods for observation and recording will vary according to teacher and can include the use of index cards, individual student files, notebooks, word processing, photography, and spreadsheets of formative data collected. Summative data will be collected as students reach mastery of each standard.

Curriculum Progress Tracking Sheets

In order to provide a consistent mechanism to track the presentation of Montessori lessons given to students, the Sequoia Montessori School will create a series of curriculum progress tracking sheets. Every student will have a curriculum tracking sheet maintained in the classroom by the teacher. Information collected in daily observation and recording is transferred to the curriculum progress tracking sheets.

Progress Reports

Each grade level will have its own progress report which will be issued three times per year: twice during parent conferences and once at the end of the academic year. The progress reports have areas for both academic assessment and personal devel-

opmental growth (termed “Qualities of a Montessori Learner”). The personal development section includes insight into both work/ study skills as well as life skills.

The reporting language used for the report card reflects the work of the student and of the observations made by the teacher. Academic reporting language is based on what Montessori calls, “The Three Period Lesson.”

The Three Period Lesson is a fundamental methodology in which lessons are presented, practiced, observed, integrated, and evaluated. Student-teacher conferences are used extensively for both formative and summative assessments.

The First Period: The Lesson-Identification

During the First Period, specific lessons are taken from the Montessori curriculum and presented to the students by the teacher. Each lesson isolates a particular new skill or concept built upon previous skill and conceptual understanding.

The Second Period: Practice, Observation, Correction

During the Second Period, the child takes the work and material presented and practices alone and with peers, conferring with the teacher. The teacher performs systematic observation, evaluation and re-presentation to the child as needed. Materials are structured to provide immediate feedback to the student, eliminating the wait time teacher feedback.

The Third Period: Integration, Assessment

During the Third Period, the child achieves conceptual and practical independence and the need for the material is replaced by abstract manipulation, acquisition of skills, and understanding. The teacher-guide undertakes formative and summative

assessment at this stage. Observations & assessments are used as verification of the child's skill and understanding.

Report cards will use the following terms to communicate student progress with parents:

Academic

NYI - Not Yet Introduced

Introduced

Practicing

Independent

Qualities of a Montessori Learner

NYO – Not Yet Observed

Emerging

Consistent

Refer to Appendix H for an example of report cards for the Sequoia Montessori School.

Assessment of Student Progress

Assessment is done collectively and routinely by the Sequoia Montessori School teachers through individualized lessons that are interactive and often involve hands on materials. Each student's work is a reflection of the learner. The teacher is able to assess the progress of each student at the time of the student's independent practice. The teacher can again assess through pre-designed criteria used to evaluate project outcomes and the use of higher order thinking skills.

Montessori education focuses on a three-year cycle that allows the student rapid growth beyond chronological age as well as opportunities for a slower paced curriculum to support areas where extra time or help may be needed. Each classroom is equipped with didactic materials to support all three grade levels. The materials are usually kinesthetic and multi-leveled. These learning material support learning style differences, multiple intelligences, and scaffolding of learning experiences.

37. Established procedures to address out of district students wishing to enroll?

The Sequoia Montessori School has approved an admissions policy that adheres to state policy for charter schools (Appendix K). If there are more applicants than slots available, a lottery will be held in the Spring of each year. Students residing within the Salem Keizer School District boundaries will get priority enrollment. If there are still slots available, and an out of District student wishes to enroll, Sequoia Montessori will enroll that student upon receiving release from their home School District.

38. Addressed child nutrition program needs?

The Sequoia Montessori School plans to work with the Salem/Keizer School District to provide child nutrition programs, including free and reduced meal programs as described on the SKSD website (<http://www.salkeiz.k12.or.us/content/food-service/food-service-program>). Depending on where the school is located this may include using already existing food services, or providing sack lunches. Students who do not qualify for free or reduced lunches may elect to participate in the school provided lunch program or may bring their own lunch from home. Also, in keeping with the Montessori tradition that meal times are also teaching times, students will eat with their teachers, and be schooled in nutrition, manners, etiquette and conversation.

39. Addressed student vehicle parking where applicable?

As an elementary school, student vehicle parking is not anticipated to be an issue.

40. Planned and identified expectations from district services, and listed them within the submitted budget?

Sequoia Montessori School plans to use School District School Board, Assessment and Testing, Mail Services and TIS hardware maintenance. These services are accounted for in the budget (appendix E) Other charges may be applicable if the District and SMS share space. These would be telephone, SASI, maintenance, custodial and utilities.

41. Addressed transportation issues and needs?

Upon determining a feasible location for the Sequoia Montessori School, the school will work with the district to provide adequate and safe transportation from the nearest public school.

42. Addressed the relationships and impact with other schools and district functions?

It is the sincere intention of the Sequoia Montessori School Board to create a school that serves as an enhancement to the public school offerings available in the Salem Keizer School District. The school would seek to provide an incubator for innovative techniques and partnerships that could then be shared with other District elementary schools. Staff and families from other schools would be welcome to attend professional development and parent education nights that highlight the Montessori techniques and philosophy of the school. After the initial year, the school would welcome student teachers as another way of sharing the unique features of the school.

From the initial market research SMS has conducted, the school anticipates enrolling a significant number of students from families who otherwise would have avoided public schools by enrolling in private or home schooling. Bringing more families into the public school system is a positive benefit for the District as a whole. The school intends to remain small enough not to have significant impact on enrollment at other elementary schools. If located in a District school, SMS presence could be a draw to help socio-economically integrate an inner city high needs school.

Appendices

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Appendix A.

BYLAWS OF Sequoia Montessori School

Purposes and Powers

Article I

1.01 Purposes: The purposes of Sequoia Montessori School are those allowed for organizations defined under Section 501(c)(3) of the Internal Revenue Code and Chapter 65 of the Oregon Revised Statutes, or their corresponding future statutes. Within these limits, the purposes of Sequoia Montessori School include the following:

To provide an authentic Montessori education to elementary school children in the Salem-Keizer School District.

To organize and conduct educational and charitable programs and activities in the community which compliment the school's purposes, and which help give young people a sense of community, responsibility and respect for others.

1.02 General Powers: The Corporation has perpetual duration and succession in its corporate name and has the same powers as an individual to do all things necessary or convenient to carry out its affairs.

1.03 Public Benefit Corporation: The Corporation shall be a public benefit Corporation, organized exclusively for educational purposes. Subject to any limitations stated in the Articles of Incorporation, the Corporation may engage in any lawful activities for which Corporations may be organized under Chapter 65 of the Oregon Revised Statutes and Article 501(c)(3) of the Internal Revenue Code, or their corresponding future statutes.

1.04 Name: The name of the Corporation shall be Sequoia Montessori School.

1.05 Discrimination Prohibited: In the delivery of its services to the public, Sequoia Montessori School will not discriminate for or against any person on the basis of ethnicity, nationality, place of origin, religion, gender, sexual orientation, marital status, familial status, economic status, age, or mental or physical disability.

Members

Article II

2.01 The Corporation shall have no members.

Board of Directors

Article III

3.01 Duties of the Board: All corporate powers will be exercised by or under the authority of, and the affairs of the Corporation will be managed under the direction of, the Board of Directors. The Board of Directors will appoint and supervise its staff, authorize expenditures, oversee its financial affairs, and ensure the proper management and use of its assets and property. The Board must also ensure that the Corporation properly employs the necessary corporate formalities to make its decisions, that it prepares and submits all required state and federal reports, and that it operates in compliance with relevant state and federal laws.

3.02 Qualifications of Directors: All Directors must be individuals. Preference will be given to those individuals who have expertise in law, education, finance, or organization. Only up to fifty percent of the Board of Directors can be comprised of parents of children attending Sequoia Montessori School.

3.03 Number of Directors: The Corporation will have a variable-size Board of Directors. The minimum number of Directors will be three, as required for a nonprofit public benefit organization in the State of Oregon, and the maximum number of Directors will be ten. The number of Directors may be fixed or changed periodically, within the minimum and maximum, by the Board of Directors.

3.04 Election, Designation and Appointment of Directors: All the Directors, except the initial Directors, will be elected at the first annual meeting, and at each annual meeting thereafter. The initial Board of Directors will be appointed by the Incorporator(s). The Board may prepare and adopt by resolution a formal written policy regarding the details of the Board election process, including requirements for the announcement of elections and the solicitations of nominations, and the schedule and procedures that must be used to hold elections.

3.05 Terms of Directors Generally: The term of each Director will be three years. Directors may be elected for successive terms.

A decrease in the number of Directors or term of office does not shorten an incumbent Director's term.

Except as provided in the Articles of Incorporation or these Bylaws:

The term of a Director filling a vacancy in the office of an elected Director expires at the next election of Directors; and

The term of a Director filling any other vacancy expires at the end of the unexpired term for which such Director is filling.

Despite the expiration of a Director's term, the Director continues to serve until the Director's successor is elected, designated or appointed and qualifies, or until there is a decrease in the number of Directors.

3.06 Staggered Terms for Directors: For staggering the terms of Directors, the Board will be divided by the total number of Directors into groups. The terms of office of the several groups need not be uniform.

3.07 Resignation of Directors: A Director may resign at any time by delivering written notice to the Board of Directors, the Chairperson or the Secretary.

A resignation is effective when notice is received by the necessary individual, unless the notice specifies a later effective date.

3.08 Removal of Directors: A Director may be removed with or without cause, by a vote of two-thirds of the Board of Directors.

3.09 Vacancy on Board: If a vacancy occurs on the Board of Directors, including a vacancy resulting from an increase in the number of Directors:

The Board of Directors may fill the vacancy; or

If the Directors remaining in office constitute fewer than a quorum of the Board of Directors, they may fill the vacancy by the affirmative vote of a majority of all the Directors remaining in office.

A vacancy that will occur at a specific later date, by reason of a resignation effective at a later date, may be filled before the vacancy occurs; but the new Director may not take office until the vacancy occurs.

3.10 Compensation of Directors: The Board of Directors will not be compensated; however, reasonable expenses approved by the Board of Directors will be reimbursed

when the expenses were incurred during duties as a Director and in furtherance of the purposes of the Corporation.

3.11 Chairperson of the Board of Directors: The Board of Directors may appoint a Chairperson of the Board at any time. The Chairperson of the Board of Directors will preside at all meetings of the Board and will perform other duties prescribed by the Board of Directors.

Meetings and Action of Board

Article IV

4.01 Regular and Special Meetings: If the Board of Directors regularly schedules the time and place of a Board Directors meeting, the meeting is considered a regular meeting.

All other meetings are special meetings.

The Board of Directors may hold regular or special meetings in or out of the State of Oregon.

4.02 Action Without Meeting:

As used in this:

“Electronic” has the meaning given that term in ORS 84.004. (see:

<http://www.leg.state.or.us/ors/084.html>)

“Electronic signature” has the meaning given that term in ORS 84.004. (see:

<http://www.leg.state.or.us/ors/084.html>)

“Sign” includes an electronic signature.

“Written” includes a communication that is transmitted or received by electronic means.

Action required or permitted by the Oregon Nonprofit Corporation Act to be taken at the Board of Directors’ meeting may be taken without a meeting if the action is taken by a quorum of the Board of Directors. The action must be evidenced by one or more written consents describing the action taken, signed by each Director, and included in the minutes or filed with the corporate records reflecting the action taken.

4.03 Call and Notice of Meetings: Unless the Oregon Nonprofit Corporation Act provides otherwise, regular meetings of the Board may be held without notice of the date, time, place or purpose of the meeting.

Special meetings of the Board must be preceded by at least two days notice to each Director consisting of the date, time and place of the meeting. Unless the Oregon Nonprofit Corporation Act provides otherwise, the notice need not describe the purpose of the meeting.

The Chairperson of the Board, a Vice-Chairperson or 20 percent of the Directors then in office may call and give notice of a meeting of the Board.

4.04 Waiver of Notice: A Director may at any time waive any notice required by the Oregon Nonprofit Corporation Act. The waiver must be in writing, must be signed by the Director entitled to the notice, must specify the meeting for which notice is waived and must be filed with the minutes or the corporate records.

A Director's attendance at or participation in a meeting waives any required notice to the Director of the meeting unless the Director, at the beginning of the meeting, or promptly upon the Director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting.

4.05 Quorum and Voting: Over fifty percent of the Directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board. If there is not a quorum present at a meeting, a majority of the Directors present may adjourn the meeting until a quorum can be present.

If a quorum is present when a vote is taken, the affirmative vote of two-thirds of Directors present will be considered as an action taken by the Board of Directors as a whole. A Director is considered present regardless of whether the Director votes or abstains from voting. Each Director will have one vote.

The Board of Directors may use mail, fax or email to make any decision or take any action that is within its power, without a real-time meeting.

A Director who is present at a meeting of the Board of Directors or a committee of the Board of Directors when corporate action is taken is deemed to have assented to the action taken unless:

The Director objects at the beginning of the meeting, or promptly upon the Director's arrival, to holding the meeting or transacting the business at the meeting;

The Director's dissent or abstention from the action taken is entered in the minutes of the meeting; or

The Director delivers written notice of dissent or abstention to the Chairperson of the meeting before it is adjourned. The right of dissent or abstention is not available to a Director who votes in favor of the action taken.

4.06 Committees: The Board of Directors may create one or more committees and appoint members of the Board to serve on them or designate the method of selecting committee members. Each committee must consist of two or more Directors, who serve at the pleasure of the Board of Directors.

The creation of a committee and appointment of Directors to the committee or designation of a method of selecting committee members must be approved by two-thirds of the Board.

The provisions of Article IV governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the Board of Directors, also apply to committees and their members.

Except as provided in Article IV to the extent specified by the Board of Directors or these Bylaws, each committee of the Board may exercise the authority of the Board of Directors.

The creation of, delegation of authority to, or action by a committee does not alone constitute compliance by a Director within the standards of conduct described in Article V.

Standards of Conduct

Article V

5.01 General Standards for Directors: A Director must discharge the duties of a Director, including the Director's duties as a member of a committee:

In good faith;

With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and

In a manner the Director reasonably believes to be in the best interests of the Corporation.

In discharging the duties of a Director, a Director is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by:

One or more Officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;

Legal counsel, public accountants or other persons as to matters the Director reasonably believes are within the person's professional or expert competence; or

A committee of the Board of which the Director is not a member, as to matters within its jurisdiction, if the Director reasonably believes the committee merits confidence.

A Director is not liable to the Corporation or any other person for any action taken or not taken as a Director, if the Director acted in compliance with Article V.

5.02 Director Conflict of Interest: A conflict of interest transaction is a transaction with the Corporation in which a Director has a direct or indirect interest. A conflict of interest transaction is not a voidable basis for imposing liability on the Director if the transaction is fair to the Corporation at the time it was entered into or is approved as provided in Section 5.02.

A transaction in which a Director has a conflict of interest, may be approved by:

The vote of the Board of Directors or a committee of the Board of Directors if the material facts of the transaction and the Director's interest are disclosed or known to the Board of Directors or committee of the Board of Directors; or

Obtaining the approval of:

The Attorney General of the State of Oregon; or

A circuit court in an action where the Attorney General of the State of Oregon is joined as party.

For purposes of Article V, a Director of the Corporation has an indirect interest in a transaction if:

Another entity in which the Director has a material interest or in which the Director is a general partner is a party to the transaction; or

Another entity of which the Director is a Director, Officer or trustee is a party to the transaction, and the transaction is or should be considered by the Board of Directors of the Corporation.

For purposes of Article V, a conflict of interest transaction is authorized, approved or ratified if it receives the affirmative vote of two-thirds of the Directors on the Board or the committee who have no direct or indirect interest in the transaction. A transaction may not be authorized, approved or ratified by a single Director.

5.03 Loans to or Guarantees for Directors and Officers: The Corporation may not make a loan, guarantee an obligation or modify a preexisting loan or guarantee to or for the benefit of a Director or Officer of the Corporation.

Officers

Article VI

6.01 Required Officers: The Corporation must have a Chairperson and a Secretary, and will have such other Officers as are elected or appointed by the Board or these by-laws.

The same individual may simultaneously hold more than one office in the Corporation.

6.02 Duties and Authority of Officers: Each Officer has the authority and will perform the duties set forth in these Bylaws or, to the extent consistent with these Bylaws, the duties and authority prescribed by the Board of Directors or by direction of an Officer authorized by the Board of Directors to prescribe the duties of other Officers.

6.03 Standards of Conduct for Officers: An Officer must discharge the Officer's duties:

In good faith;

With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and

In a manner the Officer reasonably believes to be in the best interests of the Corporation.

In discharging the duties of an Officer, an Officer is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by:

One or more Officers or employees of the Corporation whom the Officer reasonably believes to be reliable and competent in the matters presented; or

Legal counsel, public accountants or other persons as to matters the Officer reasonably believes are within the person's professional or expert competence.

An Officer is not liable to the Corporation, any member or other person for any action taken or not taken as an Officer if the Officer acted in compliance with Article VI.

6.04 Resignation and Removal of Officers: An Officer may resign at any time by delivering notice to the Corporation. A resignation is effective immediately upon receipt unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Corporation accepts the later effective date, the Board of Directors or an authorized individual by these Bylaws, may fill the pending vacancy before the effective date if the Board or other authorized individual provides that the successor does not take office until the effective date.

The Board of Directors or any other person authorized by these Bylaws to elect or appoint an Officer may remove any Officer, or any other person who is entitled to elect or appoint, at any time with or without cause.

Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the Board of Directors.

6.05 Contract Rights of Officers: The appointment of an Officer does not itself create contractual rights.

Removal or resignation of an Officer does not affect the contract rights, if any, of the Corporation or the Officer.

6.06 Chairperson: The Chairperson will supervise, direct, and control the affairs of the Corporation. The Chairperson also will perform all duties commonly incident to the office of Chairperson and other duties prescribed by the Board of Directors.

6.07 Vice Chairpersons: The Board of Directors may appoint one or more Vice Chairpersons. If appointed, the Vice Chairperson – or the Vice Chairpersons designated by the Board of Directors if more than one vice Chairperson is appointed – will perform the duties of the Chairperson if the Chairperson dies or becomes incapacitated. Each Vice

Chairperson also will perform all duties commonly incident to the office of Vice Chairperson and other duties prescribed by the Board of Directors or an authorized Officer.

6.08 Treasurer: The Board of Directors may appoint a Treasurer. If appointed, the Treasurer will:

Have general charge of and be responsible for all funds and securities of the Corporation;
Receive and give receipts for monies due and payable to the Corporation from any source and deposit the monies in the name of the Corporation in banks, trust companies, or other depositories selected by the Board of Directors or an authorized Officer; and

Perform all duties commonly incident to the office of Treasurer and other duties prescribed by the Board of Directors or an authorized Officer.

6.09 Secretary: The Secretary will:

Prepare minutes of the Directors' meetings and authenticate records of the Corporation;
Ensure that all notices by the Corporation under the Oregon Nonprofit Corporation Act, the Articles of Incorporation or these Bylaws are given;

Keep and maintain the records of the Corporation; and

Perform all duties commonly incident to the office of Secretary and other duties prescribed by the Board of Directors or an authorized Officer.

Indemnification

Article VII

7.01 Definitions: As used in this Article VII:

"Director" means an individual who is or was a Director of the Corporation or an individual who, while a Director of the Corporation, is or was serving at the Corporation's request as a Director, Officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit Corporation, partnership, joint venture, trust, employee benefit plan or other enterprise. "Director" includes, unless the context requires otherwise, the estate or personal representative of a Director.

"Expenses" include attorney fees.

"Liability" means the obligation to pay a judgment, settlement, penalty, fine, including an excise tax assessed with respect to an employee benefit plan, or reasonable expenses actually incurred with respect to a proceeding.

"Officer" means an individual who is or was an Officer of the Corporation or an individual who, while an Officer of the Corporation, is or was serving at the Corporation's request as a Director, Officer, partner, trustee, employee or agent of another foreign or domestic Corporation, partnership, joint venture, trust, employee benefit plan or other enterprise. "Officer" includes, unless the context requires otherwise, the estate or personal representative of an Officer.

"Party" includes an individual who was, or is threatened to be made a named defendant or respondent in a proceeding.

"Proceeding" means any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative and whether formal or informal.

7.02 Indemnification of Directors: The Corporation will indemnify an individual made a party to a proceeding because the individual is or was a Director against liability incurred in the proceeding if:

The conduct of the individual was in good faith;

The individual reasonably believed that the individual's conduct was in the best interests of the Corporation, or at least not opposed to its best interests; and

In the case of any criminal proceeding, the individual had no reasonable cause to believe the individual's conduct was unlawful.

The Corporation may not indemnify a Director:

In connection with a proceeding by or in the right of the Corporation in which the Director was adjudged liable to the Corporation; or

In connection with any other proceeding charging improper personal benefit to the Director in which the Director was adjudged liable on the basis that personal benefit was improperly received by the Director.

Indemnification permitted in connection with a proceeding by or in the right of the Corporation is limited to reasonable expenses incurred in connection with the proceeding.

7.03 Mandatory Indemnification: Unless limited by the Articles of Incorporation, the Corporation must indemnify a Director who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which the Director was a party because of being a Director of the Corporation, against reasonable expenses incurred by the Director in connection with the proceeding.

7.04 Advance for Expenses: The Corporation may pay for or reimburse the reasonable expenses incurred by a Director who is a party to a proceeding in advance of final disposition of the proceeding if:

The Director furnishes the Corporation a written affirmation of the Director's good faith belief that the Director has met the standard of conduct described in Section 5.02; and

The Director furnishes the Corporation a written undertaking, executed personally or on the Director's behalf, to repay the advance if it is ultimately determined that the Director did not meet the standard of conduct.

The undertaking required by Article VII must be an unlimited general obligation of the Director but need not be secured and may be accepted without reference to financial ability to make repayment.

Any authorization of payments under Article VII may be made by a resolution of the Board of Directors or by contract.

7.05 Determination and Authorization of Indemnification: The Corporation may not indemnify a Director under Article VII unless authorized in the specific case after a determination has been made that indemnification of the Director is permissible in the circumstances because the Director has met the standard of conduct set forth in Article V.

A determination that indemnification of a Director is permissible must be made:

By the Board of Directors by two-thirds vote of a quorum consisting of Directors not at the time parties to the proceeding;

If a quorum cannot be obtained, a two-thirds vote of a committee duly designated by the Board of Directors, consisting solely of two or more Directors not at the time parties to the proceeding;

By special legal counsel selected by the Board of Directors or a committee. If a quorum of the Board cannot be obtained and a committee cannot be designated, legal counsel will

be selected by majority vote of the full Board of Directors including Directors who are parties to the proceeding.

Authorization of indemnification and evaluation as to reasonableness of expenses will be made in the same manner as the determination that indemnification is permissible, except that if the determination is made by legal counsel, authorization of indemnification and evaluation as to reasonableness of expenses will be made by those entitled to select counsel.

As a Corporation that is for public benefit, a Director may not be indemnified until 20 days after the effective date of written notice to the Attorney General of the State of Oregon of the proposed indemnification.

7.06 Indemnification of Officers, Employees and Agents:

An Officer of the Corporation is entitled to mandatory indemnification to the same extent as a Director; and

The Corporation may indemnify and advance expenses to an Officer, employee or agent of the Corporation to the same extent as to a Director.

7.07 Non-Exclusivity of Rights: The indemnification and provisions for advancement of expenses will not be deemed exclusive of any other rights to which Directors, Officers, employees or agents may be entitled under the Articles of Incorporation or these Bylaws, any agreement, general or specific action of the Board of Directors, vote of members or otherwise, and will continue as to a person who has ceased to be a Director, Officer, employee or agent and will inure to the benefit of the heirs, executors and administrators of such a person.

Amendments

Article VIII

8.01 Amendment by Directors and Members: The Board of Directors may amend or repeal the Articles of Incorporation and Bylaws.

Records

Article IX

9.01 Corporate Records: The Corporation must keep as permanent records minutes of all meetings of the Board of Directors, a record of all corporate action taken by the Directors without a meeting, and a record of all actions taken by committees of the Board of Directors in place of the Board of Directors on behalf of the Corporation.

The Corporation must maintain appropriate accounting records.

The Corporation must maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

The Corporation must keep a copy of the following records for inspection:

Articles or restated articles of incorporation and all amendments to them currently in effect;

Bylaws or restated bylaws and all amendments to them currently in effect;

A list of the names and business or home addresses of the current Directors and Officers;

The last three annual financial statements, if any, which may be consolidated or combined statements of the Corporation and one or more of its subsidiaries or affiliates, as appropriate, including a balance sheet and statement of operations, if any, for that year, and which must be prepared on the basis of generally accepted accounting principles if financial statements are prepared for the Corporation on that basis;

The last three accountant's reports if annual financial statements are reported upon by a public accountant; and

The most recent annual report delivered to the Secretary of State.

9.02 When Written Notice is Effective: Personal written notice, if in a comprehensible form, is effective at the earliest of the following:

When received;

Five days after its postmark, if mailed by United States mail correctly addressed and with first class postage affixed;

On the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee;

Thirty days after its deposit in the United States mail if mailed correctly addressed and with other than first class, registered or certified postage affixed; or

The date specified by the Articles of Incorporation or these Bylaws with respect to notice to Directors.

9.03 When Written Notice is Correctly Addressed: Written notice is correctly addressed to the Corporation if addressed to its registered agent or, if none is of record, to its principal office shown in its most recent annual report or, if none, in the Articles of Incorporation.

Miscellaneous Provisions

Article X

10.01 All terms used in these Bylaws that are defined in the Oregon Nonprofit Corporation Act will have the meanings ascribed to them as used in the Oregon Nonprofit Corporation Act.

10.02 The tax year of the Corporation is June 31 to June 31.

These Bylaws were adopted by the Board of Directors of Sequoia Montessori School on [DATE].

[SECRETARY], Secretary

Appendix B.

Fiscal Policy from POLICY AND RULE MANUAL of Sequoia Montessori School

Fiscal Management

Fiscal Management Goals

The school will establish a financial base sufficient to support high quality and innovative educational programs which meet community needs.

The school will follow prudent and professional financial management practices in order to achieve and maintain long-term financial stability.

The school will demonstrate to the taxpayers of the school and the financial community that its school is well managed.

The school will provide cost-effective services to citizens by cooperating with other educational, government, and nonprofit agencies.

The school will have an adequate capital improvement program that maintains existing school assets, provides for student and employee safety, maintains a quality instructional environment, and allows for enhancements that are necessary to meet changes in enrollment.

The school will continually review and improve its formal budget document and other financial information so that it clearly and openly communicates its resources, expenditures, and financial position.

The school will communicate, as permitted by law, with its employees and the community so that they understand the school's program requirements and financial status.

Accounting and Financial Practices Policies

The school will maintain an accounting and financial reporting system that conforms to both Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting and Standards Board (GASB) and Oregon local budget law, and will issue a Comprehensive Annual Financial Report (CAFR). See SMS Conflict of Interest policy for procedures for arms length financial transactions.

The Board will establish funds as needed to support effective and efficient service delivery. The budget committee and the Board will review each fund annually as the budget is prepared and reviewed. If certain funds are not found to enhance the school's services or financial goals, they will be restructured or eliminated.

A General Reserve Fund will be established for contingencies. Each year, as allowable, 1% of operating revenues will be placed in the reserve fund until a 5% targeted floor of operating revenues is achieved. Reserves may only be spent with Board approval and will be accounted for separately on the balance sheet.

The school will maintain an ending fund balance in the general fund, in order to provide stable services and employment to offset cyclical variations in revenues and expenditures.

If school revenues are less than anticipated, operating, capital and ending fund balance allocations will be reviewed by the Board for possible reductions. The Board may decide to use a portion of the projected ending fund balance to stabilize services. When such a determination is made, the Board will adopt a plan to rebuild reserves to the five percent targeted level within five years.

Excess one-time funds may be available for capital, equipment, library books, automation or other one-time projects that improve the school's productivity and efficiency, but only if the ending fund balance is sufficient.

Each fund will maintain adequate cash reserves in order to meet operating cash flow needs or borrow internally from another fund, or as a last resort, borrow externally to provide for cash requirements.

When feasible, and where legally permissible, the Board may evaluate support services to determine if creating a user-fee, internal service fund, or enterprise will increase efficiency of service delivery or recover the cost of providing the service from the users.

The Board may recover the indirect costs associated with the operation of programs from such non-general fund sources as federal and state grants, intergovernmental services agreements, and other operating internal service or enterprise funds.

School Budget

The school Board shall comply with Oregon's local budget laws in preparation and approval of the annual budget. The Finance Committee will review the school budget as recommended by the administrator or administrator's designee.

The budget will be subject to review and approval by the Board. Recurring operating expenses shall be budgeted and paid for by the Sequoia Montessori School.

The school estimates revenues, operating and capital expenditures, and debt service each year for the following five years. Annually, the Board will propose a financial forecast that is reviewed and potentially modified by the budget committee or Board. This forecast serves as the basis for budget instructions to the Board for the following year and for other financial planning activities.

Fundraising

The Board shall establish and maintain guidelines for budgeting, receiving, depositing, disbursing, and transferring funds and recording transactions. These guidelines shall be in accordance with Generally Accepted Accounting Principles, ensure adequate internal control, and include accounting for, and auditing of, funds. Adherence to these guidelines is subject to review by school staff and external auditors.

Salem Montessori School's ability to offer diverse quality educational programs and experiences for the students depends, in part, on the ability to secure supplemental funding.

The Sequoia Montessori School recognizes that it needs a balance of State School Funds, Foundation, and other outside sources to achieve these goals. In conformance with the mission of Sequoia Montessori School all fundraising activities shall be limited to such programs that promote education and provide a positive educational experience for the student. New fundraising activities shall be restricted and carefully reviewed.

All fundraising activities shall comply with the following guidelines:

- * Fundraising activities shall have an educational component or benefit
- * All students shall be allowed to participate
- * Students shall not be required to participate
- * Submission of an application to the Salem Montessori Board required
- * Fundraisers shall foster goodwill and be designed to strengthen community relationships
- * An undue burden shall not be placed on students, staff, parents or the school
- * Door to door sales shall not be permitted
- * No advertising allowed in school newsletter

Funding Proposals and Applications

The Board will encourage staff to apply for federal, state, and private foundation grants, which are consistent with the advancement of the goals and objectives of the school and in line with the policies of the Board.

Each grant application must be approved by the Board before submission to the granting agency. However, the Board is authorized to submit an application when there is insufficient time for Board consideration before the application deadline. In such case, the

Board will consider the application at the next regular meeting and may either approve or reject it.

Approved grants applied for by SMS or the staff of SMS will be administered by the administrator or administrator's designee. Unless administered by SKSD 24J, grant monies shall be segregated on the financial statement and accounted for separately. Grant monies will be disbursed only as allowed in the grant application.

SMS may apply for and use non-recurring grant revenue for one time services such as capital projects, equipment requirements, services that can be terminated without significant disruption to students and the community, and the development of innovative programs. If grant resources do not provide predictable operating income for school programs, a plan will be available for replacement of the income from another source or phase out of the program.

Donations

Funds donated to the school shall be budgeted, accounted for, and expended in a manner consistent with school policies, state budget law and any other applicable legal requirements including the donation or grant conditions approved by the Board or designee.

School personnel shall follow state law, school policies and procedures established by the Board or designee, and those conditions that have been set by the donor or grantor and approved by the Board or designee for receiving and expending donated funds.

Equipment that is donated by individuals or organizations must have prior approval of the Board or designee. Donated equipment will be used for the purpose for which it was donated, but it becomes the property of the school and is added to the school inventory at the time of receipt.

Funds Donated to Provide for Additional Staff

The Board of Directors encourages members of the community to donate funds to help support its educational programs. The Board of Directors must also ensure that there is equitable funding of educational programs across the school.

All funds donated to create staff positions in approved school wide programs will be used to support those school wide programs.

Expenditure of Funds

The expenditure of funds shall be governed by the annual budget. At year-end, or if deemed necessary by the Board of Governors, the Administrator or designee shall explain deviations exceeding 5% or \$500 of the approved budget categories. Proper documentation is required to process payment. This includes, but is not limited to, invoice, receipt or other proof of purchase. The Board shall annually appoint authorized signatory for the school bank account. The individual responsible for bookkeeping shall not be an authorized signatory. Expenditures of greater than \$500 will require two authorized signatures.

Purchases over \$3000 will be subject to the Salem Keizer School District purchasing procedure, which includes a fair bid process.

In order to prevent a deficit from appearing on the SKSD expenditure report at the end of the year, the Treasurer and the administrator or administrator's designee will meet with members of the SKSD Fiscal Department to determine how much, if any, of the final two ADM payments should be encumbered to cover non-encumbered expenses. Any deficit will be paid back by November 1 of the following school year.

Disposition of Property

The Board shall develop procedures for property disposition. Personal property deemed to be "no value to the school" may be released at nominal or no charge to members of the public upon written permission of the Board. "No value to the school" shall mean its value is less than the cost of disposal in the opinion of the Finance Committee.

Personal property deemed to be "no value to the school" and not requested to be transferred to a nonprofit organization or member of the public, may be discarded or, upon prior written permission of the Board, released to school employees without charge.

Removal of School Property

School furniture, equipment, materials and supplies have been provided for use in the instructional programs of the school. Removal of school property from school premises for use by cooperating organizations for school and school-related noncommercial activities must have the prior approval of the administrator or administrator's designee. The administrator or administrator's designee may also approve removal of equipment if it is to be used by a member of the school staff and for a public use that is related to the instructional program. The school shall have procedures to track off-site property and ensure adequate insurance coverage.

Payroll

The school shall follow federal and state laws and collective bargaining agreements for payment of wages and deductions from each employee's monthly salary. The Board intends that the school not deviate from its regular payroll schedule.

Salary for direct hire employees will be paid monthly. SMS shall follow federal and state laws and personnel agreements for payment of wages and deductions from each employee's monthly salary. SMS shall pay both the employer and employee portion of PERS expenses for direct hire staff who qualify for PERS. No advances on earned salary shall be paid to an employee. Errors will be adjusted in the following pay period unless the employee requests correction prior to that date.

Appendix C

CONFLICT OF INTEREST POLICY for Salem Montessori School

Article I -- Purpose

The purpose of this Board conflict of interest policy is to protect Salem Montessori School's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of SMS or might result in a possible excess benefit transaction.

This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

This policy is also intended to identify "independent" directors.

Article II -- Definitions

1. Interested person -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial interest -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which SMS has a transaction or arrangement,
 - b. A compensation arrangement with SMS or with any entity or individual with which SMS has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which SMS is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director -- A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

- a. is not, and has not been for a period of at least three years, an employee of SMS or any entity in which SMS has a financial interest;
- b. does not directly or indirectly have a significant business relationship with SMS, which might affect independence in decision-making;
- c. is not employed as an executive of another corporation where any of SMS’s executive officers or employees serve on that corporation’s compensation committee; and
- d. does not have an immediate family member who is an executive officer or employee of SMS or who holds a position that has a significant financial relationship with SMS.

Article III -- Procedures

1. Duty to Disclose -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

2. Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a con-

conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or Executive Committee shall determine whether SMS can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in SMS's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

- a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the mem-

ber has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V – Compensation

- a. A voting member of the Board who receives compensation, directly or indirectly, from SMS for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from SMS for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from SMS, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and

d. Understands SMS is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.

4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure SMS operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to SMS's written policies, are properly recorded, reflect reasonable

investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, SMS may, but need not, use outside advisers. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted

Appendix D

FINANCIAL CALENDAR for Sequoia Montessori School

July

- Prepare/file IRS Form 941
- Prepare/file OR Quarterly Payroll Tax Report
- Prepare and assemble all documents for audit
- Review fiscal year
- Submit Financial Statements to SKSD
- Submit Proof of Insurance to SKSD
- See Monthly

August

- Continue with audit preparation
- See Monthly

September

- See Monthly

October

- Prepare/file IRS Form 941
- Prepare/file OR Quarterly Payroll Tax Report
- Submit financial statements to SKSD
- Prepare/file SAIF Report
- Review annual schedule sent from SKSD
- Update Budget
- See Monthly

November

- File Annual Federal and State Tax Returns

- Submit annual audited financial statements to SKSD and Board
- File report with Department of Education (Barbara Cruickshank)
- Send pdf file to municipalfilings.sos@state.or.us
- File with Secretary of State Division of Audits
- See Monthly
- Renew with Secretary of State Corporate Division www.filinginoregon.com

December

- See Monthly

January

- Prepare/file IRS Form 941
- Prepare/file OR Quarterly Payroll Tax Report
- Submit financial statements to SKSD
- Prepare/file OR Annual WH Reconciliation Report
- Prepare/file Form WR
- Prepare/file IRS Form 940
- Prepare W-2's and deliver to staff
- Prepare/file Annual Social Security Filing
- Prepare/mail 1099's to recipients
- Prepare/file Form 1096
- Submit Financial Statements to SKSD
- See Monthly

February

- See Monthly

March

- Prepare/submit preliminary Budget to SKSD
- See Monthly

April

- Prepare/file IRS Form 941
- Prepare/file OR Quarterly Payroll Tax Report
- Submit financial statements to SKSD
- See Monthly

May

- See Monthly

June

- Review Insurance with carrier
- See Monthly

Monthly

- Prepare/deposit federal tax deposits
- Prepare/deposit state tax deposits
- Prepare payroll checks for printing
- Bank reconciliation
- Address questions by staff and BOG and complete analysis as requested
- Review/record MUNIS
- Review monthly schedule from SKSD of distributions/encumbrances
- Prepare/file PERS report
- Review all deposits and expenditures
- Prepare monthly financial statements

Appendix E

Sequoia Montessori		
Budget Projections		
2012 & 2013		
	Year 1	Year 2
Revenue		
ADMw		
60 Students @ \$5804	348,240	
90 Students @ \$5804		522,360
Federal Charter School Grant	215,000	
Contributions	1,000	1,000
Reimbursements	750	750
Total Revenue	564,990	524,110
Expenditures		
Payroll Expense		
Administrative-Staff Review-Montessori Certification	5,000	7,500
Office Manager / Director	30,000	30,000
Teaching Staff	105,546	158,319
Classroom Assistants	60,000	90,000
Health Insurance	25,500	38,250
Other Fringe	1,500	2,250
PERS Employer (estimated 18%)	35,198	50,097
PERS Employee (employer paid 6%)	11,733	16,699

Payroll Taxes (.0765 + .025) Federal & State Rates	19,848	28,249
Staff Development	10,000	4,000
Substitutes	2,500	2,500
Total Payroll Expense	306,825	427,865
Operational Expense		
Accounting & Payroll Services	7,500	7,500
Assessment & Testing	3,000	4,500
Audio Visual Eq	5,000	0
Audit & Tax Preparation Fees	6,500	6,500
Bank Service Charge	75	75
Classroom Supplies	2,500	2,800
Computers	10,000	2,000
Custodial	7,500	7,500
Dues & Subscriptions	600	600
Governing Board	250	250
Insurance	4,500	4,500
Furniture	25,000	0
Marketing	8,000	2,500
Misc	500	500
Postage and Mailing	1,750	1,750
Printing & Copier	3,500	3,500
Rent	25,000	25,000
Renovations	50,000	0
Repairs & Maintenance	1,500	1,500
Supplies	3,500	1,000
Taxes and License	750	750
Telephone	1,000	1,000

Tech and Internet	2,000	1,000
Technology Software	1,200	750
Textbooks and Curriculum	60,000	1,200
Utilities	6,000	6,000
Total Operational	237,125	82,675
Net for Contingencies	\$21,040	\$13,570

Appendix G

Five Great Lessons

Montessori uses its Five Great Lessons as an introduction to all topics; they provide a “Big Picture” to demonstrate how the sciences, art, history, language, geography, are interrelated. From here, students are introduced to increasing levels of detail and complexity within these broad areas.

The Story of the Formation of the Universe describes how minerals and chemicals formed the elements; how matter transforms to three states of solid, liquid, and gas; how particles joined together and formed the earth; how heavier particles sank to the earth's core and volcanoes erupted; how mountains were formed and the atmosphere condensed into rain, creating oceans, lakes, and rivers. From this story, students are introduced to lessons in physics, astronomy, geology, and chemistry. For example, they learn about light, heat, convection currents, gravity, galaxies, planetary systems, the earth's crust, volcanoes, erosion, climate and physical geography.

The Coming of Life explains how single-cell and multi-celled forms of life became embedded in the bottom of the sea and formed fossils. It traces the Paleozoic, Mesozoic, and the Cenozoic periods, beginning with the kingdom of trilobites and ending with human beings. The teacher indicates on a time line where vertebrates began, followed by fish and plants, then amphibians, reptiles, and birds and mammals. This lesson is the basis for lessons in chemistry, nutrition, categories of animals and plants, care and requirements of different animals, and their interrelationship with an ecological system. Students are introduced to formal scientific language of zoology, botany, and anthropology.

The Story of Humans introduces human beings and their unique endowments: intellect and will. The aim is for the children to imagine what life was like for early humans. This lesson is the basis for lessons in prehistory and the emergence of ancient civilizations. Students are introduced to an analytical tool to compare cultures. They learn how climate and topography influence culture and political geography.

The Story of Language describes the origin, structure, and types of writing and speaking. It begins with a discussion of the Egyptians, who had two kinds of symbols: one for ideas and one for sounds. The story goes on to describe the Phoenicians, who used the Egyptians' sound pictures but not their idea pictures. Next, it describes contributions of the Hebrews, Greeks, and Romans. From this lesson, students use grammar materials, which help them examine how language is put together, and refine capitalization and punctuation. Students are introduced to the study of the origin of English words from other languages, the meanings of prefixes and suffixes, and different forms of writing such as poetry, narrative, plays. Older children may study Egyptian hieroglyphics or American Indian picture writing.

The Story of Numbers emphasizes how human beings needed a language for their inventions to convey measurement and how things were made. The story describes how the Sumerians and Babylonians had a number system based on sixty, which is the reason for our sixty-second minute and sixty-minute hour. Greek, Roman, and Chinese numbers are introduced. The story de-

scribes how our Arabic numerals are similar to numbers found in a cave in India from two thousand years ago. These Indian numerals had something that no other number system had: the zero. This story is the basis for the children's learning of mathematics, which is integrated in all studies. For example, large numbers are needed in measuring time and space in astronomy; negative numbers are needed when measuring temperature changes; triangulation is needed to reestablish property boundaries after the Nile flooded ancient Egypt.

Appendix H Report Cards

Report Card – Year End

Lower Elementary grades 1-2-3

Student:		
Grade:	Days Present	
School Year:	Days Absent	
Teacher:	Days Tardy	

PATTERNS OF LEARNING

Academic	Other Notes	Qualities of a Montessori Learner
NYI – Not Yet Introduced	~ Making Minimal Progress	NYO – Not Yet Observed
Introduced	* Demonstrates Accelerated Skill	Emerging
Practicing		Consistent
Independent		

QUALITIES OF A MONTESSORI LEARNER

Self-directed, independent, accountable	
Begins work promptly	
Uses time constructively	
Accepts responsibility for accomplishing work goals	
Demonstrates internal motivation	
Applies effective conflict resolution skills	
Respect	
Handles classroom materials respectfully	
Shows respect for adults	
Shows respect for classmates	
Shows respect for school environment	
Allows others to work undisturbed	
Integrity	
Takes pride in quality of work	
Participates in lessons in a positive way	
Identifies and responds to needs of others	
Listen attentively	
Self-aware, reflective	
Accepts redirection when necessary	
Consistently displays appropriate behavior	
Evaluates own learning and behavior	
Accepts responsibility for actions	
Makes healthy choices for learning	

LANGUAGE ARTS

Phonemic Awareness:	
Long/short sounds	
Oral blending of phonemes (sounds) into recognizable words	
Decoding & Word Recognition:	
Sounds out unknown words	
Correct words per minute:	
Read grade level text with intonation and expression	
Vocabulary:	
Understand, learn, and use new vocabulary that's introduced directly & through stories	

LANGUAGE ARTS

Use context to understand words	
Know and explain common antonyms and synonyms	
Determine meaning of words by using dictionary	
Categorize words by their relationships (dog/mammal)	
Read to Perform A Task:	
Alphabetize list of words by first letter	
Read and understand simple one-step written instructions	
Interpret information from diagrams, charts, and graphs	
Alphabetize a list of words to the second letter	
Literary Text - General Understanding:	
Retell the main events of a story describing the beginning, middle, and end	
Identify and describe the plot, setting, and characters in a story	
Summarize the major points from literary text	
Planning, Evaluation and Revision:	
With guidance, compose fairly readable first drafts using some parts of the writing process	
With guidance, revise original draft to improve sequence and increase detail	
With guidance, proofread one's own writing	
With some guidance, use all aspects of the writing process (prewriting, drafting, revising, etc)	
Writing:	
Write in complete sentences	
Develop an idea with an identifiable beginning, middle and end	
Develop a paragraph with an intro sentence, supporting sentences, and a concluding sentence	
Use vivid adjective and action verbs	
Conventions:	
Spell 3-4 letter short vowel words correctly	
Correct use of punctuation (periods, question and exclamation marks)	
Capitalize the first word of a sentence, names of people, and the pronoun I	
Write legibly in manuscript and cursive	
Spell phonetically, using both long and short vowel sounds	
Correct use of punctuation (apostrophes, comma, quotation marks)	
Writing Applications:	
Write brief stories that describe an experience	
Types of writing (Narrative and Expository)	
Write brief reports using observation and two or more sources	
Research Report Writing:	
With guidance, gather information and sort it into major categories	
Understands the structure and organization of various reference materials	
Speaking:	
Speak clearly	

Look at listeners	
Retell stories in own words including characters, setting, and plot	
Provide beginning, middle, end, including concrete details that develop a main idea	
Listening:	
Listen attentively and ask questions for clarification	
Give and follow 3-4 step oral instructions	
Retell in own words what has been said by a speaker	
Answer questions completely and with appropriate elaboration	

NOTES ON LANGUAGE ARTS:

MATHEMATICS

Number Operations	
Compare and order quantity and symbol: <input type="checkbox"/> 1-10, <input type="checkbox"/> 1-100, <input type="checkbox"/> 1-1000	
Represent on number line: <input type="checkbox"/> 1-10, <input type="checkbox"/> 1-100, <input type="checkbox"/> Fractions, <input type="checkbox"/> Negative Numbers	
Use number line to solve problems: <input type="checkbox"/> Addition, <input type="checkbox"/> Multiplication, <input type="checkbox"/> Subtraction	
Identify place value in multi-digit numerals: <input type="checkbox"/> units, <input type="checkbox"/> tens, <input type="checkbox"/> hundreds, <input type="checkbox"/> thousands	
Count to 100 by <input type="checkbox"/> 1's, <input type="checkbox"/> 2's, <input type="checkbox"/> 3's, <input type="checkbox"/> 5's, <input type="checkbox"/> 10's	
Represent fractions as parts of a whole: <input type="checkbox"/> halves, <input type="checkbox"/> thirds, <input type="checkbox"/> fourths, <input type="checkbox"/> fifths, <input type="checkbox"/> tenths	
Use fractions to represent numbers equal to, less than or greater than one	
Fraction operations with common denominators <input type="checkbox"/> Add, <input type="checkbox"/> Multiply, <input type="checkbox"/> Subtract, <input type="checkbox"/> Divide	
Identify equivalent fractions: <input type="checkbox"/> with fraction insets, <input type="checkbox"/> with multiplication, <input type="checkbox"/> with division	
Number•Operations•Algebra•Data Analysis	
Use math terms to describe: <input type="checkbox"/> Addition, <input type="checkbox"/> Multiplication, <input type="checkbox"/> Subtraction, <input type="checkbox"/> Division	
Memorize Facts (1-12): <input type="checkbox"/> Addition, <input type="checkbox"/> Multiplication, <input type="checkbox"/> Subtraction, <input type="checkbox"/> Division	
Skip Count: <input type="checkbox"/> 1's, <input type="checkbox"/> 2's, <input type="checkbox"/> 3's, <input type="checkbox"/> 4's, <input type="checkbox"/> 5's, <input type="checkbox"/> 6's, <input type="checkbox"/> 7's, <input type="checkbox"/> 8's, <input type="checkbox"/> 9's, <input type="checkbox"/> 10's	
Solves word problems: <input type="checkbox"/> Addition, <input type="checkbox"/> Multiplication, <input type="checkbox"/> Subtraction, <input type="checkbox"/> Division	
Understands the inverse quality of addition and subtraction	
Understands the associative property of addition and multiplication ($3+4 = 4+3$)	
Understands the inverse quality of multiplication and division	
Understands multiplication as repeated addition	
Understands division as repeated subtraction forming equal groups	
Represent, analyze, and extend number patterns <input type="checkbox"/> simple <input type="checkbox"/> complex	
Use graphs, pictures, tables, line plots to solve problems in all 4 operational areas	
Critical thinking/Problem Solving	
Geometry•Measurement	
Identify and describe plane geometric figures	
Identify and describe solid geometric figures	
Recognize shapes from varied perspectives	
Recognize congruence and symmetry in shapes	
Identify parallel and perpendicular lines	
Measure angles less than and more than 90° to identify them as acute or obtuse	
Identify and compare types of triangles	
Classify triangles by sides and angles	
Use rulers to measure by inches and centimeters	
Tell time: <input type="checkbox"/> o'clock, <input type="checkbox"/> half past, <input type="checkbox"/> in five minute increments	

NOTES ON MATHEMATICS:

Family and Student Handbook

The Sequoia Montessori School

Contents:

Mission Statement

Core Values

Goals

High Academic Achievement

Social Growth and Emotional Development

Strong School Community

What are Public Charter Schools?

School Governance

Board of Directors

Site Council

Parent Council

Recommended Montessori Reading

Policies, Procedures and Programs

Admission Policies

Application Process

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Regular Hours of Operation

Drop-off and Pick-up Procedures

Variations from Regular School Hours
Adverse Weather and Emergency Closures
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Releasing Students During School Hours
Lunch at Sequoia Montessori School
Field Trips and Off-Campus Activities
Parent Education Opportunities
Students with Special Needs and Disabilities
Talented and Gifted
Wellness Policy

Fundraising:

Fundraiser
Financial Assistance

School-Home Communication:

Registration/Emergency Contact
Privacy Policy
Communication
Parent-Teacher Conferences

Classroom Visitation and Observations:

Lunch with your child
Classroom Observation

Student Health and Safety:

Illness
Accidents and Injuries

Medication

Mandatory Reporting

Safety Policy

Crisis Management Plan

Student and Family Expectations:

Volunteering

Lunch and Food in the Classroom

Dress Code

Personal Belongings

Student Rights and Responsibilities

Student Discipline

Physical Discipline

Required Reports to Law Enforcement Agencies

Complaint/Grievance Procedure

Mission Statement

The Sequoia Montessori School provides an authentic and nurturing Montessori education to develop creative, inquisitive minds.

Core Values

At the Sequoia Montessori School our core values are fostering a **love of learning**, encouraging children to grow to be **stewards of the planet**, values of **tolerance**, **peace** in a community of children and their families.

We strive to make the Sequoia Montessori School a place where our best human qualities are invited to shine. We learn ways to lead, grow, and lead that contribute to the larger community. We do this by:

- Meeting individual needs in the context of community

- Seeking reparation and amends instead of revenge and retribution
- Adhering to logical and natural consequences for misbehavior that are respectful, reasonable, and related to incident
- Focusing on self-improvement and problem solving rather than blaming
- Focusing on building relationships and opportunities rather than solving behavior problems
- Focusing on changing the environment to support and invite positive changes in behavior
- Viewing our children and each other as people in the process of becoming the best versions of ourselves
- Recognizing and encouraging the growth of all types of human excellence

School Goals

- High Academic Achievement
- Social Growth Emotional Development
- Strong School Community

What is a Charter School?

A charter school is a public school operated by a group of parents, teachers, and/or community members, which is responsible to, but run autonomously from, the school district. Our "charter" is a contract between Sequoia Montessori School and the Salem/Keizer School District. The charter spells out the school's goals, standards, accountability plan, education design and curriculum, governance and operations. Sequoia Montessori School is a non-profit corporation with a volunteer board of directors.

Charter schools have access to startup and operational monies in the form of federal funding awarded through the Oregon Department of Education. Sequoia Montessori School has been awarded \$_____ in charter school grants to purchase equipment,

instructional materials, and furnishings; provide professional training for staff; and cover other costs of starting and running an innovative educational program.

A charter school also has flexibility in staff certification. While we have elected that our teachers must be Oregon-certified, Sequoia Montessori School also employs Montessori-trained teachers, whose certification process is separate, specialized, and rigorous.

School Governance

The Sequoia Montessori School School is organized as a nonprofit organization under the laws of Oregon and has received tax-exempt status under section 501(c) (3) of the Internal Revenue Code of the U.S. As a nonprofit corporation, the school is managed by a Board of Directors.

Board of Directors

The Board of Directors is composed of volunteer community members who have an interest in the Sequoia Montessori School as a unique educational opportunity.

Board members have the primary responsibility for fulfillment of the school's mission and are legally accountable for its operations. The school administrator will attend all Board meetings but is not a voting member. The Board makes school policies and is fiscally responsible for the school's resources. The Board selects and evaluates the administrator.

Board meetings are held monthly. A list of current board members is available to families and on the school's website.

The main Responsibilities of the Board are as follows:

1. Dealing with the legal and financial operation of the school.
2. Hiring, evaluating and collaborating with the administrator in operating the program.
3. Developing and overseeing budgets.
4. Maintaining and and implementing the school's strategic plan.

5. Making long-term plans and ensuring the Board's own succession.

ALL MEETINGS ARE PUBLIC MEETINGS. The Sequoia Montessori School Board is bound by the State of Oregon's Open Meeting Law, and Public Records Law. The only time the board can meet privately is in an

executive session, and these are allowed only to discuss personnel issues or other confidential issues. At no other time can observers be asked to excuse themselves.

Site Council

The Site Council includes representatives from all stakeholder groups: parents, teachers, support staff, board of directors, students and administration. No more than half of the council may be teachers, and no more than half can be parents at the school. Each stakeholder group meets on a regular basis to identify areas of concern and suggests agenda items for the full Site Council's consideration. In this way, the Site Council ensures that everyone involved in the school has a voice in how the school grows, develops and is governed. No group is able to dominate site council decision-making, because all action decisions are made by consensus. The main objectives of the Site Council are:

1. To provide visionary leadership for the school.
2. To provide a forum for all stakeholder groups. Site Council Meetings are held monthly and are open to attendance by interested parties.

Parent Group

Every parent or guardian of an enrolled child is automatically a member of the Parent Group.

The main objectives of the Parent Group are:

1. To enrich the educational and social environment at the school.
2. To encourage the involvement of parents and community members in the day-to-day activities of the school.

3. To organize and implement fundraising and volunteerism.
4. To serve as a link between the Site Council and the Sequoia Montessori School community.

The Parent Group meets bi-monthly, or more often as requested by the group. Specific dates are available on the website and in the school calendar.

Recommended Montessori Resources

- Articles within the Montessori For Everyone store website:
www.montessoriforeveryone.com
- *To Educate the Human Potential, The Discovery of the Child, The Absorbent Mind*, all by Maria Montessori.
- *Montessori Today*, by Paula Polk Lillard.
- *The Essential Montessori*, by Elizabeth Hainstock
- These books and others are available to loan from the school.

Policies, Procedures and Programs

General Admission Policies

1. Salem/Keizer School District residents shall have priority for admission into the School and shall be allowed to fill all enrollment slots available in their grade in the School. Students are considered SKSD residents if they reside in the district by the application deadline or can prove through documentation that they will be residing in district by the first day of school.

2. The School strives to reach all families in the Silver Falls School District who would like a Montessori education for their children. The School will not limit student admission based on disability, race, color, gender, national origin, ethnicity, sexual orientation, age, religion, marital status, socioeconomic status, cultural background, familial status, physical characteristics, or linguistic characteristics of a na-

tional group. The School does not require payment of fees as a condition of admission to those pupils entitled under the law to free admission.

Lottery & Application Process

Application Process

Receive an application and fill it out in its entirety. Applications will continue to be accepted throughout the year.

1. Attend an observation and orientation meeting between October and January to make sure our program is consistent with your family's beliefs and philosophy concerning education.
2. The cut-off date for applications for the following school year is the last Friday in February. See below for lottery process.
3. Applications received after the last Friday in February will be enrolled only if spaces are available, or will be added to the waiting list after the lottery (when applicable) has taken place.
4. If your child is identified for enrollment, either if spaces are available or through the lottery process, you will receive an Enrollment Packet prior to enrollment.

Lottery Process (when necessary, i.e. if more applications are received before the last Friday in February, than spaces are available)

1. The lottery will be conducted by March 15th, if applicable, at Sequoia Montessori School or another designated location.
2. The lottery will be conducted by an impartial third-party.
3. The lottery is a public meeting and you are welcome to attend.
4. If there are more applicants than spaces available in a given classroom, a lottery will be held for that classroom.

5. Any child who currently attends the Sequoia Montessori School will not be subject to the lottery.
6. Children with a sibling already enrolled at Sequoia Montessori School School will be automatically enrolled, unless there are more siblings than spaces available. In that event, siblings will be in the lottery as a separate group.
7. If a sibling is chosen in the lottery, all other siblings will be given preference if spaces are available.
8. The lottery drawing will rotate in choosing applicants for applicable classrooms. Names will be drawn from oldest to the youngest classrooms, when applicable.

Regular Hours of Operation

Sequoia Montessori School enrolls students in grades 1-3 for the 2012-2013 school year. A calendar is published at the beginning of each year, which informs families of days school is in session. This calendar closely mirrors the Salem/Keizer school district calendar, and is available on the school website.

Regular school hours are:

8:00 Doors Open

8:15 Tardy (Late arrivals report to the office)

3:00 Dismissal

All adults entering the building during school hours 8:00 a.m. – 3:00 p.m. must sign in at the Sequoia Montessori School office and put on a volunteer/visitor badge, prior to entering the building.

The main doors to the classroom open at 8:05 a.m. Students are requested to arrive between 8:00 and 8:10 to prepare for their day and be ready to begin classroom activities promptly at 8:15 a.m. Students not in class at 8:15 a.m. must report to the Sequoia Montessori School office with their parents so that they can be signed in. Here you will sign your child in, they will receive a late pass to give to their teachers.

Before / After School Care

{to be determined}

Drop-off and Pick-up Procedures

{ to be determined dependent on location }

In the event of an emergency, which prevents you from picking up your student(s) on time, please inform the school immediately and make alternate arrangements.

Students who are not picked up by 3:10 will wait in the classroom and staff will attempt to contact parents to ensure student safety. Parents who are unable to pick up their student(s) on time need to make child care arrangements, and not rely on the school to supervise students after school hours. It is recommended to have multiple names on your authorization to pick-up form including extended family, neighbors and friends.

Adverse Weather and Emergency Closures

In the event of inclement weather or other emergency, Sequoia Montessori School will follow the decision made by the Salem/Keizer School District as to whether school will be in session, late start, or closed. As Sequoia Montessori School families may come from a wide variety of locations, each family is encouraged to use their own judgment as to whether their student(s) can safely travel to and from school during extreme conditions.

Absences/Tardies

Due to the importance of the social, emotional, and academic benefits of arriving at school on time and maintaining good attendance, students are encouraged to attend school daily, arriving at 8:00 a.m. when doors

open, providing them with ample time to socialize, prepare for the school day, and ensure participation in valuable opening activities.

If you arrive to campus after 8:15, you will need to walk your child into the building. Excused absences and tardies consist of: doctor/ dentist appointments, illness

and bereavement. Parents should inform the school as early as possible if their student will be arriving late or will be absent. This can be done by calling the office at ###-###-####, or emailing or sending a note ahead of time. Students not in class at 8:20 a.m. must be checked in at the SMS office with their parent. Unexcused tardies and absences will be notified by a phone call and an e-mail to parents at home or at work. This procedure helps to maintain the safety of all students.

Oregon State Law (ORS 339 010-339.990) requires that students attend school on a regular basis. Eight (8) or more half-day absences in a four-week period are considered a violation of Oregon school attendance requirements. In an attempt to support families who find it challenging to get students to school on a regular basis, the administrator will make contact with parents to offer bus information or other assistance that may meet family's needs in relation to attendance and/or on time arrival.

Releasing Students During School Hours

Students shall remain on school grounds or within the designated bounds of a school sponsored activity during school and activity hours. Parents requesting a student's release during school hours must be done at the school office by signing the clipboard, receiving a pass. When picking up a child in the middle of the school day, please come 10 minutes before you need to leave, so that your child will have time to clean-up their work. Students must be signed out at the office by a parent or guardian to leave campus or a school sponsored activity. A teacher will record a student's departure.

Students will only be released to persons identified on the "Pick-Up Authorization Form" on file in the office. Non-parents and/or persons not known to the school may be asked to present identification before taking a student from school. Please keep us informed of changes to your list in the interest of the safety and welfare of your child.

Parent Education Opportunities

Montessori education is different in many ways from other educational philosophies. Student success and parent comfort at Sequoia Montessori School are greatly increased when parents are well informed and have a deep understanding of Montessori philosophy and practices. Student's school experiences are impacted by these philosophies and practices on a daily basis. Parents are encouraged and expected to access available resources to keep themselves well informed and educated and to facilitate coordination between home and school.

Parent and family education regarding the Montessori philosophy and the Sequoia Montessori School operations is a high priority. Parent education events are held throughout the year and are publicized as they approach. These events include workshops, guest speakers, parent meetings, curriculum sharing events, and parent-student-teacher conferences. The Sequoia Montessori School regularly publishes newsletters which contain informative articles about school philosophy and programs. In addition, the school maintains a large selection of relevant books and other materials.

Students with Special Needs and Disabilities

Special education evaluation and services are provided by the student's home district. Sequoia Montessori School will comply with all SKSD policies and regulations, and the federal and state laws concerning the education of children with disabilities. An IEP (Individual Education Program) team is determined by state and federal law and will include a district representative and a Sequoia Montessori School teacher.

Talented and Gifted (TAG)

Students, staff, and parents at the Sequoia Montessori School are part of a school community committed to nurturing all children according to their individual needs. All children should be provided the tools for life-long learning: research skills, thinking skills, practical life skills, creative skills, and communication skills. Highly capable learners are viewed as individuals, each of whom has a unique range of abilities

and interests that need to be nurtured. The Montessori classroom provides a learning environment in which students have involvement/ownership in their own learning, are able to work at their individual rate and level, can experiment with a variety of materials, ideas, and strategies, are accepted and accept others, and are challenged and held accountable for progress in areas of strengths and talents as well as in developing areas. Each student is encouraged to do original, creative work to be shared and celebrated.

The Sequoia Montessori School is committed to recognizing, identifying, and serving the unique needs of all students, including those identified as talented and gifted (TAG) in accordance with state law. Referrals are welcome at any time during the year and may originate from parent, self, peer, school nomination, cumulative record review, or annual state assessment performance. The Montessori classroom values and educates each child as an individual and we feel strongly that Montessori instruction meets students' needs at all rates and levels of learning.

Field Trips and Off-Campus Activities

Classroom teachers and students may plan field trips, off-campus activities, and "going outs" that correspond with classroom curriculum. Parents are notified well in advance of such activities and permission slips are required for each student. Permission slips for each off-campus trip must be signed and returned to the teacher prior to the activity. Students who do not have parental permission to leave campus or who, in the judgment of the teacher, do not meet the behavioral expectations of the activity will remain on campus. Students who remain on campus will be assigned appropriate work for the day with appropriate supervision. Students who choose not to participate in field trips or off campus activities are expected to attend school with a teacher-assigned alternate placement and work activities.

Lunch at the Sequoia Montessori School

Lunch time at school is not a time merely to eat, but to practice grace and courtesy and enjoy being together. We strive to minimize our waste and to eat foods that will best help us learn. Please leave sugary desserts and soda pop at home. To participate

in our lunch routine, please send your child to school with a lunch that includes the following items:

- A reusable lunch box (not disposable bags or sacks)
- Reusable containers and lids, all marked with your child’s name
- Two cloth napkins (one as a placemat, one for the lap)
- At least one food item high in protein (yogurt, cheese, nuts, beans or meat)

We are not equipped to provide refrigeration or warm-up for lunches. Please include a ice pack for cold foods, or send soups etc. in a thermos.

If this produces a financial hardship for your family, please discuss it with a staff member. The Sequoia Montessori School is committed to make this school experience possible for every family, and participates in subsidized meal programs.

Drinks

Fresh water is always available at school, however children may bring their own water bottle if desired. As part of a healthy diet, your child may also bring unflavored milk for lunch as an alternative to water

Some lunch ideas include:

PROTEIN	CARBOHY- DRATE	FRUIT	VEGGIE	OTHER
Yogurt	Bread w/ Butter	Apple Slices	Carrots w/ Hum- mus	Hot Soup
Meat Sandwich	Tabouli	Pear Slices	Celery w/ Peanut Butter	
Pasta w/ Sauce	Pretzel	Peach, Mango	Broccoli w/ Ranch Dip	
Mac and Cheese	Grape nuts, gra- nola	Berries	Guacamole	Cheese Puffs
Beans	Rice	Dried Fruit	Salsa	Tortilla Chips

PROTEIN	CARBOHY- DRATE	FRUIT	VEGGIE	OTHER
Cheese Slices	Crackers	Fruit Leather		
Bean Dip	Pasta Salad	Banana	Potato	Potato Chips
Nuts, Almonds	Ramen Noodles			

Nutrition Education and Standards

- Students will receive nutrition education that they need to adopt lifelong habits of healthy eating.
- The curriculum will be for students to make healthful nutrition choices that contribute to growth and vitality and help prevent chronic disease. Nutrition education activities should be enjoyable, developmentally appropriate, culturally relevant, and participatory.
- The Sequoia Montessori School will promote family and community involvement in nutrition education, such as developing gardens and providing students with opportunities to learn about sustainable agriculture and how food is grown in the community.
- Decisions regarding the sale of foods in addition to the National School Breakfast and Lunch Program meals will be based on nutrition goals, not solely revenue.
- Foods included in fundraising activities, after school classroom events, classroom parties, and foods used in classrooms during the school day as shall provide healthy food and beverage options, all of which do not include sugar as one of the first three ingredients.
- In order to prepare food for student consumption, at least one supervising adult must have a current Food Handler’s card.

Celebrations

- Soda will not be distributed during the school day as part of a celebration or school party.
- Nutritious foods are encouraged when used as part of a social or cultural event in the schools. During the school day, classrooms should limit the use of food at celebrations that are not related to the curriculum.
- Foods of Minimal Nutritional Value, as defined by the U.S. Department of Agriculture, will not be distributed by staff as a reward for a student's academic performance or good behavior.
- Food used as part of the curriculum for students should be used judiciously, taking into consideration the nutritional value of the food being served, the frequency of use, and the school's sugar policy.
- Food offerings at after school programs and performances shall include healthy options such as water, milk, 100 percent juice and nutritious foods.

Fundraising

Fundraising is a Parent Group activity lead by volunteer parents. The Parent Group decides on fundraisers as needed throughout the year. These may include such things as a Direct Fund Drive, Box Tops for Education, Campbell's Soup Labels, eScrip, a book fair, fundraising events such as the annual action and garage sale. New ideas are always welcome and can be submitted to the PG.

The Sequoia Montessori School does not participate in fundraisers that require students to individually sell products outside of school. The Montessori philosophy encourages students to be active participants in their community and the world. Students will often form committees to do fundraising for humanitarian purposes and families are encouraged to participate if they can. These may include bake sales, fundraising dinners, or other special events.

Financial Assistance

Families may apply for scholarships to cover expenses including supply fees, field trip fees, lunch and other incidental educational expenses required for full participation in the child's classroom activities. No family or child should feel that they can-

not participate in a school activity due to limited financial resources. Financial Assistance forms are available at {school office, website}.

School-Home Communication

Registration/Emergency Contact

New students are required to complete registration forms upon acceptance to the school. These forms are provided at the time of acceptance.

Parents are responsible to verify and/or update contact information, including emergency contacts. We will utilize this information to contact you in an emergency and to create the student directory.

School wide directories of student contact information are provided to each family early in the school year. This is done to facilitate friendships and contact between students and families as part of a supportive community. Families wishing to change their published contact information may withhold their name, addresses, phone numbers and email address from the directory by sending a request to the office by September 15th. Detailed contact information (parents' work, emergency contacts, etc.) is kept confidential in the school office.

Privacy Policy

Parents and legal guardians have access to their child's academic records maintained by the school. Student files contain grade records, teacher evaluations, state testing records, and accident/injury and incident reports. This information will not be released to anyone other than parents or legal guardians, administrators, and the student's current teachers. If you would like to see the contents of your child's school file, please make an appointment with the administrator. The administrator will advise you of your specific rights regarding individual pieces of information at the time you view the file.

A school directory will be developed in the fall of each year. The purpose of the directory is to facilitate friendship relationships outside of the school day. A form will be sent home with each child where parents can indicate what information (name, phone number, email or street address) they desire to have included for their child.

Student photographs are taken at the beginning of each year by a professional photographer. The date and time of student pictures are publicized well in advance and photos are available for purchase by the family. Photos are used by the school in student files and for identification purposes. Students are also photographed by teachers and other staff and volunteers for classroom and school use. Photographs may be used on the school website and in school publications. Families wishing not to have their child photographed or wishing to exclude their child's photograph from specific uses may update this information by sending a signed and dated note to the office.

Communication

On the website at www.sequoiamontessorischool.org you will find school information. The Sequoia Montessori School's monthly notes regarding general classroom events and news will be included in the newsletter in both paper and electronic form. We rely on each family to notify us if they prefer 100% paperless communication, and to keep the school notified of any changes of email address.

Students have weekly work expectations based on their individual needs. Teachers communicate this information to parents in a manner best suited to their classroom operations. Generally speaking, parents at the Sequoia Montessori School are very well informed as to their student's activities and progress. This is consistent with Montessori philosophy - that education is a partnership between students, parents, and teachers.

If you feel that you need more information than you are receiving, please speak to the teacher directly. Because teachers dedicate their time from 8:00 – 3:15 p.m. to the students in their class, we ask you to speak with the teacher after classroom hours.

If you need to inform a teacher about information that may affect your child's day,

you may let the teacher know during morning drop-off, or leave a note for the teachers. Notes, voice mail, and email are often effective ways of making appointments or getting answers to quick questions. If you feel you need assistance communicating with a teacher, please contact the office.

Parent-Teacher Conferences

Parent-Teacher Conferences are held in the fall and at the end of the school year.

You will receive notice and be asked to sign up for a time to meet. Outside of conference time, parents are encouraged to speak with their child's teacher as often as needed. Please arrange a mutually agreeable time directly with the teacher. Administrative staff is always available to assist if needed.

Report cards and Progress Reports

Fall and Spring conferences include updates on your child's progress. There are two grading periods in the school year, and you will receive report cards in the mail.

Students will not be given letter grades, and they are not graded comparatively.

Teacher's record keeping is designed to track the work they have done and the individual progress they have made.

Classroom Visitation and Observation

Observation/Visitor Guidelines

Given time without distraction or disruption, Montessori classrooms develop into normalized environments where children are absorbed in their work and confident of their ability to engage in it- either in small groups or alone. If observers and visitors come into the classroom before the children have learned to attend to their own work, the children will most certainly respond to the stimulation of observers and the very atmosphere that the observer has come to see will not exist.

Sequoia Montessori School students and teachers will use the first six weeks of school to create the Montessori environment. After that time frame, interested persons may make an appointment with the administrator who will coordinate the

classroom visit. Please refer to the following Observation Guidelines for further details.

Procedure:

1. Observations must be scheduled ahead of the day of the visit. One person per day (adults only) may observe during school hours. Observations of up to one hour are appropriate.
2. Please try to arrive at the school at least five minutes prior to your appointment.

Sequoia Montessori School Observation Guidelines:

The Sequoia Montessori staff hopes you enjoy your visit. Your cooperation according to the following guidelines would be greatly appreciated.

1. While in the classroom, please remain seated. Do not move around the room, as this is distracting to the children and interferes with the environment you came to observe.
2. If students speak to you a brief answer will suffice. You may wish to suggest that the child go on with his/her work so that you can continue your work of observing.
3. If you have questions about the material, interactions, etc., please jot them down so you can refer to them while debriefing with your host.

What to Look For:

*Keep in mind that observations do not always give the observer the full appreciation or understanding of a particular classroom. Just as every child is very different from day to day, so can each day be different in the classroom.

- Level of respect for others and materials
- Orderly use of materials
- Individual choice of work by the children

- General work habits
- Freedom balanced with structure
- Social climate of the room
- Reactions to teacher's presentations
- A variety of work in progress
- Elaborate work such as detailed charts, advanced math problems, etc.
- Independent work
- The teacher-child relationship

Student Health and Safety

Illness

Students with a fever must stay home until they are fever-free for 24 hours. Students should also stay home when they have symptoms such as vomiting or diarrhea or appear ill in any way. They must be symptom free for 24 hours before returning to school.

If a student becomes ill or has above symptoms while at school, the student will be removed from the classroom when possible. School staff will contact parents if the student needs to be sent home due to illness. The student will rest in the office until normal school release time if parents are unable to be reached.

Inform the office immediately if your student is diagnosed with a communicable disease such as strep throat, chicken pox, lice, or any other highly contagious illness. A notice will be sent home informing families that exposure may have occurred.

Accidents and Injuries

If a student is involved in an accident or in some way gets injured while at school, steps will be taken appropriate to the level of injury. All Sequoia Montessori School staff are CPR/First Aid certified and are qualified to deal with minor emergencies. Parents will be informed as quickly as possible of any injury, and an incident report

will be completed. At the discretion of the staff dealing with the emergency, 911 will be called or other appropriate emergency services will be contacted.

Students with a cast/ wrap must have written directives regarding physical activities which the student may participate in.

Medication

Students requiring medication are requested to take all doses at home if possible. If medication must be given during school hours or while students are on school sponsored field trips, a medication distribution form must be completed and signed by the parent. Medication must be given to school staff in the original container including prescription label attached and only the amount to be given by school staff in the container. School staff must keep a log of the date, time, and amount of medication given to the student.

Mandatory Reporting

All Sequoia Montessori School employees are mandated reporters of possible child abuse under the Oregon Mandated Reporting law. The law requires all school employees – as well as other mandated reporters – to report incidents whenever there is a reasonable suspicion that child abuse may have happened. The law does not ask nor require school employees to investigate and determine whether or not child abuse occurred. The Oregon Mandated Reporting Law applies to all school employees 24 hours a day, seven days a week every day of the year. Failure to comply with the laws could result in loss of professional license and/or termination of employment.

It is important for parents to understand when school employees call DHS to report incidents of possible child abuse, they are prohibited from informing the child's parents a report was made. Once the report has been made, the matter is in the hands of DHS to decide what the appropriate next steps to take are. DHS decides when and how parents are informed a report was made.

All staff will receive annual training/lessons on Child Abuse Prevention and Reporting. All students will receive age-appropriate lessons related to personal safety. Students will learn their rights to safe environments at home and at school. They will also learn about resources and whom they can turn to for help when they sense they are not safe.

Safety

Sequoia Montessori School considers the safety of every student and employee to be of the utmost importance. All staff members will be CPR/First Aid certified and update the certification and training as often as required. Emergency drills will be scheduled and practiced monthly. In accordance with OAR 437-001-0765.

In crisis situations, the Crisis Management Plan will be implemented. Emergency supplies and first aid equipment are on site and portable in case of school evacuation. In the event of a major emergency, sign out procedures will go into effect to account for every student and staff member on campus.

Crisis Management Plan

In the event of a crisis situation, Sequoia Montessori School staff must respond in a timely and effective manner so as to ensure safety, provide personal and emotional support to individuals, and communicate appropriate messages to parents, students, the community, and the media.

Definition of a Crisis

A crisis can be defined under four broad categories:

- Bereavement (death of a student/ staff member impacting a significant segment of the School population)
- Major environmental crisis (earthquake, flood, fire, tornado)
- Threats to physical safety (car, bus, or plane accident; power outage; guns; explosives; food poisoning, etc.)
- Other events such as allegations of sexual misconduct and long-term medical issues

Crisis Management Team

Administrator and Teachers comprise the Crisis Management Team.

As appropriate, the following individuals may be asked to serve on the Team:

President of the Board, Legal Counsel

The Crisis Management Team shall:

- Evaluate the crisis
- Serve as the decision making body until the crisis is resolved
- Coordinate the internal and external dissemination of all information about the crisis
- Develop a comprehensive plan for dealing with the crisis

The School Administrator leads the Crisis Management Team. S/he may designate someone else to lead the Team in a specific situation if deemed appropriate. In the absence of the Administrator, a teacher will lead the Team.

Student Privacy Act

Sequoia Montessori School employees will not release to the press or outside community the name(s) of a student or students involved in any crisis. Students' names will be released only by the Administrator or Board President and only in appropriate cases after the immediate family / legal guardian(s) have been notified and permission granted.

Sign Out Procedure

If the Administrator gives permission for students to leave the school, the following procedure will be followed:

- Members of the Team will supervise pick-up.
- Sign out will occur if dismissal is over a period of time
- Students may leave only with a parent, guardian, or pre-approved carpool driver.

- The person picking up the student may be asked to present identification and sign out the student
- Drivers must wait outside the building. Runners will retrieve students from inside the building.
- Care for children not picked up will always be available.

Student and Family Expectations

Volunteering

All families are encouraged to volunteer during the school year as part of the enrollment process. Volunteer activities may include making classroom materials for teachers, chaperoning field trips, assisting with special events, working on school clean up days, working on fundraisers, and assisting specialist teachers (art, music, etc.) or special areas such as the parking lot or the library. Teachers note volunteer needs in their weekly notes to families.

Volunteers who will be in contact with students must consent to a background check paid for by the school. This protects all our students. Volunteers who will be driving students on school business (field trips) must complete an Auto Insurance Information Form and have on file in the school office a copy of their current insurance coverage and driver's license. Background checks must be completed and volunteers must be approved by the office staff (i.e. have all paperwork completed) prior to engaging in activities that involve contact with students. Volunteers and visitors are always asked to sign in at the office and wear a volunteer or visitor badge prior to entering classrooms.

Field Trip Chaperone Guidelines

Chaperone Expectations

- Chaperones will actively participate in the field trip, taking responsibility for their assigned students
- Chaperones will supervise and assist students during the field trip

- Chaperones will model appropriate behavior:
- Speak in a positive, quiet voice
- Walk over to the child, rather than talking across the room
- Get down on the child's level, rather than standing over him/her
- Chaperones will follow the Sequoia Montessori School Discipline Policy.
- Drivers will pull off the road if they need to use the cell phone/two-way radio
- Drivers will not feed students, or take them anywhere not on trip itinerary

Teacher Expectations

Teachers will supply each chaperone with:

- A written list of all chaperones and their assigned students
- Pertinent medical information regarding student(s) (asthma, allergies...)
- Chaperone cell numbers if applicable
- A map/ directions to the field trip location
- Time lines for departure and arrival to location, activities, lunch, departure from location and return to school

Teachers will brief the chaperones on the field trip activities, expectations of both students and chaperones, the supervision and communication (cell phone/two-way radio) strategies to be used, any changes to itinerary and potential hazards to be aware of, prior to departure.

Supervision Strategies

1. Chaperones will be assigned students to supervise throughout the field trip. Teachers will be available to float, offer guidance, take periodic head counts and handle behavior challenges, etc.
2. Chaperones will be assigned an area/zone within a secure environment (for example a museum). Children move from one area to another. Teacher and or assistant will take periodic head counts .

3. Students will be escorted to and from the restroom. Chaperones should either take their entire group or ask the teacher to escort student(s) to the restroom.

Restrooms should be checked for safety.

Parents attending a field trip with a student's younger sibling will not be able to act as a chaperone. The parent may be responsible for his/her student and sibling only.

Dress Code

Students are encouraged to dress in a manner that preserves the integrity of the learning environment. This includes wearing clothes and shoes that are comfortable and allow the student to participate in the full range of activities each day. Students are asked not to wear revealing clothing or clothing with cartoon characters, logos or designs that might be considered offensive, distracting, or otherwise inappropriate.

All students are expected to wear clothing that adequately covers their bodies and underclothing. This includes shirts/tops that have at least a one-inch strap across the shoulder, shirts and pants/skirts that cover the midriff and underwear when arms are raised above the head and shorts/skirts that extend past the fingertips when arms are down by the side. Hoods may be worn outdoors on recess, but for safety reasons are not to be worn indoors. Hats will be at the discretion of the teacher.

Personal Belongings

Students may bring personal belongings to school if they have a clear educational purpose and the teacher's permission. Please mark all personal items with the student's name.

Students may *not* bring toys, electronic games, trading cards, or other items that distract from the educational environment. Sequoia Montessori School is not responsible for items brought to school or school sponsored activities/events.

Cell Phones and Similar Electronic Devices

Such devices shall include, but not be limited to, any beeper, cell phone, game boy, MP3 player, or other similar device.

Students may not use cell phones or other similar electronic devices during regularly scheduled school hours, and during school sponsored activities, without permission. Students may use the school's phones for emergency calls. Cell phones shall be turned off and inaccessible at all times during regularly scheduled school hours.

Student Rights and Responsibilities

The Sequoia Montessori School expects the highest standards of behavior from our students and staff. The Montessori curriculum includes positive community involvement and creating a positive classroom community. Students are expected to help maintain a clean and orderly classroom and school. Students are expected to treat all other students and adults at the school with kindness and respect. Sequoia Montessori School students represent a diverse population and an environment of inclusiveness is taught.

Students have the right to a stimulating and academically challenging learning environment. Students are responsible for taking advantage of the opportunities presented to them and making the most of their classroom time. The Montessori philosophy encourages students to be responsible for their own education.

Students have the right to a safe learning environment. Students are responsible for helping to create safety in their classroom and school. Students who feel unsafe in any situation are to consult with their classroom teacher to find a resolution. Students may seek the assistance of their parents and school administrator in resolving emotional and physical safety issues.

Students have the right to contribute to their own educational plan, the classroom, the school, and the community.

Students have the right to behave socially in the learning environment. Students are encouraged to form friendships with schoolmates and participate in activities with them outside of school hours. Social activities and planning may not disrupt classroom and educational activities. Classroom teachers will encourage and facilitate appropriate social activity at school.

Students have the right to express personal opinions and to be free from discrimination or harassment based on personal beliefs and affiliations. Students are responsible for expressing these opinions in a respectful manner that does not infringe on the rights of other students or disrupt the learning environment.

Students have the right to refuse to participate in political or other activities that violate their personal beliefs, so long as this is done in a peaceful and non-disruptive manner. If a student or parent objects to instructional materials on the basis of religious or ethical grounds, the student or parent may request alternative educational materials from the teacher that meet similar educational goals.

Students have the right to form clubs or groups or hold meetings on school property so long as they do not disrupt classroom or school activities. Meetings must be pre-approved by administrators and supervised by an approved staff member or parent volunteer.

Discipline / Behavior Policy

At the Sequoia Montessori School, we expect each other to behave in ways that demonstrate respect for ourselves, our respect for each other, and our respect for the learning environment. We put our energies into encouraging the best in each other.

All children deserve to be treated as competent, contributing members of the classroom community. All children are capable of self-discipline and self-direction when given the right environmental supports.

It is important for children to feel and experience their parents' support of their educational growth. Please refrain from criticisms and negative remarks about the school, teachers, and other community members in front of your child. See the Grievance Process for more information if you feel your child has been subject to something unfair related to discipline issues.

The children's behavior is always considered to be "in process." When a child acts out, it is a sign that the child's needs are not being met. Teachers strive to understand what the child's needs are and to provide whatever is missing in the environ-

ment for that child. If a child's behavior continually or severely disrupts the peaceful working atmosphere of a classroom, the following steps are typically taken.

Level One: Teachers counsel children about the effects their behavior has on the rest of the community and teach new ways to behave. Teaching strategies may include redirection, daily meetings with the child, peer work partners, and modifications from the usual academic work plan. Consequences for misbehavior must follow the three Rs: related to the incident, respectful of the child and community, and reasonable to all parties involved. Teachers also provide opportunities and support for children to make amends and to contribute positively to the classroom.

Level Two: Teachers, parents, and a member of the administration are called together to share information about the child and brainstorm ways to meet his or her needs. The team develops an action plan to support the child. The plan lists what the responsibilities of the teachers, of the parents, of the administration, and of the child will be. A follow-up meeting is held two weeks later to determine if sufficient progress has been made. Interventions such as behavior plans or sending a child home if misbehavior occurs may be used as the team deems appropriate. The team will meet every two weeks until further meetings are not necessary. Teachers will keep written records of all meetings with parents, including those for disciplinary purposes.

Level Three: The Sequoia Montessori School reserves the right to suspend a child if his or her behavior poses an immediate threat to the learning environment. If this occurs, the child will be separated from the classroom and a parent will be called to pick him or her up. These behaviors include, but are not limited to, physically harming another child, intense verbal bullying, property destruction, or anything illegal. We also follow the Salem Keizer School District policy related to expulsion. A meeting with the child, the parents, the teacher, and an administrator must be held, usually the following morning before school, before the child is allowed to return to the classroom.

All students will be treated as unique individuals. Student behavior problems will, therefore, be handled as unique situations. In the event that the actions of the staff appear to be unfair, the individual may respond by filling out the "Due Process" form available on-line or in the office, visit with the staff member involved, and present the individual's case. Consequences may be adjusted accordingly. If the needs of the individual have still not been met, the individual may refer to the official Complaint Policy included in the Family Handbook and the Employee Handbook.

All disciplinary responses will be in line with certain ethical and legal issues:

SPECIAL EDUCATION LAW PL 105-17 I.D.E.A.

- Least Restrictive Environment
- IEP - Programs individualized and responsive to the child's needs
- Parental Involvement and other due process requirements
- Maximum cumulative suspensions
- Documentation of interventions

Physical Discipline

Oregon Statute prohibits the use of physical discipline. However, a teacher, director, school employee, or school volunteer is authorized to use reasonable physical force upon a student when, and to the extent the individual reasonably believes, it is necessary to maintain order in the classroom or school, or at a school activity or event, whether or not it is held on school property. When so used, physical restraint will not be considered a form of physical discipline.

Required Reports to Law Enforcement Agencies

Violations of the school's rules related to guns and dangerous weapons, vandalism or the intentional or reckless destruction of school property, and coercion, assault, or threats must be reported to the police. A school official may inform the appropriate law enforcement agencies when a student is suspected of committing other illegal acts on the school campus or at a school-sponsored activity.

Grievance Procedure/Complaint Process

Please talk directly with your child's teacher if you feel something has been unfair to your child, and refrain from long discussions about the issue with your child. The Sequoia Montessori School Complaint Process is designed to provide a formal method of disputes and may be utilized after good-faith direct communication between disputing parties has failed to resolve a complaint. Parents, students, employees and community members are encouraged to use it only after exhausting direct communication with the party or parties involved.

Parents, students and employees follow a three-step process, explained below, when submitting a complaint.

Step 1- Informal Complaint

An informal complaint is initiated by completing the Due Process Form (available on-line and in the office) and submitting it to the party involved within ten school days of becoming aware of the incident or ten days after having received the individual's response to their initial statement of concern. An informal complaint requiring the Administrator's involvement will be reviewed on a case-by-case basis, and a written resolution shall be given to the Complainant within 5 school days of receiving the complaint.

Step 2- Formal Complaint

If a Complainant wishes to appeal the written resolution provided in Step 1, or the circumstances warrant skipping an informal complaint, a formal complaint can be filed. It must be made, in writing, five school days after the staff member's written resolution is provided or five school days after the incident the Complainant deemed worthy of a formal complaint. An administrator shall review the matter and conduct whatever investigation and/or interviews are necessary. A written resolution shall be given to the Complainant within 5 school days, unless the investigation cannot be reasonably concluded within that time. In such a case the administrator shall inform the Complainant within 15 days of the continuing efforts of the investigation, and when a formal resolution shall be offered.

Step 3- Appeal to the Board

An appeal to the Sequoia Montessori School Board may be made by any parent, student or employee dissatisfied with the resolution provided by Step 2 of the complaint process. An appeal of any Formal Complaint decision shall be submitted in writing to the Board within ten school days of receiving the administrator's response. The Board will discuss the issue via email or telephone and address a response at the next scheduled Board meeting, which shall then be communicated in writing to the Complainant within five school days of the Board Meeting.

Complaint Made Directly to Board Members

When a complaint about a student or employee is made initially to a Board member or to the Board of Directors as a whole, the complaint process shall be explained to the person and the Complainant will be encouraged to follow the complaint procedure described above.

School-Family Partnership Agreement

In choosing Sequoia Montessori School, our school and your family have formed a partnership with the purpose of providing the opportunities and environment for the successful development of your child, our student. As educators, our staff acknowledges that parents are the first and foremost educators of their children. Parents, together with teachers, are responsible for ensuring that effective learning takes place. Each of us has responsibilities with this partnership.

Our school is responsible for:

Presenting to you and adhering to our school's philosophy and program

Providing open dialogue for clarification of philosophy and program issues throughout the school year between administrators, teachers and parents

Providing your child a diverse set of Montessori materials, activities and experiences designed to foster physical, intellectual, creative, and social independence in accordance with the standards set by American Montessori Society

Providing a classroom atmosphere that encourages positive social interaction fostering cooperative learning and emotional development

The school family is responsible for:

Providing a home environment that supports the development of positive self-esteem, learning attitudes and habits, and social and intellectual competence

Supporting the smooth operation of the school by fulfillment of parental responsibilities such as timely arrival and departure, adherence to school policies and procedures, being informed by reading the family handbook, newsletters and notices, and clarifying any uncertainty with the appropriate staff member

Supporting and valuing the school's philosophy and policies through positive interaction including courteous, direct communication through private meetings with the administrative team and/or teaching staff when and if concerns arise

Supporting, valuing, and protecting each student's personal development during and after volunteering and/or classroom observations and participation in school activities

Our staff takes great pride in our responsibilities to our students and school families and we realize that our school plays a major role in your child's development. We rely on your support and assistance so that together we can provide a complete effort in helping your child grow and learn to the best of his/her abilities.

Appendix J

PROFESSIONAL DEVELOPMENT CALENDAR for Sequoia Montessori School

Before school starts:

Teachers will have ESOL Endorsements with SCIOP

August:

Mandated State Training for new employees

Mandated State Training for returning employees

September:

Montessori training: Supporting ESOL students in the Montessori classroom

October:

Montessori training: Classroom leadership

GLAD training

November:

Montessori training: Best practices in math and language

January:

Montessori training: Special needs

February:

Montessori training: Montessori Research

March:

Montessori training: Effective parent/student conferences

April:

Montessori training: Visual Arts

May: Montessori training: Creating individual summer plans for students

Appendix K

ADMISSION POLICY for Sequoia Montessori School

The official Admissions Process will begin in January of each year for enrollment in Sequoia Montessori School during the fall of the same year. Eligibility criteria for first grade will follow the Salem/Keizer district policy (Entrance Age - INS-A006 <http://salkeiz.orvsd.org/sites/salkeiz.orvsd.org/files/salkeiz/ins-a006.pdf>)

Admission to Sequoia Montessori School is open to all students who reside in the Salem-Keizer School District. Because of space and enrollment limits, Sequoia Montessori School will give preference to students from inside the Salem/Keizer District. Out of district students will be admitted only if space is available after waiting lists are exhausted.

No student will be admitted to Sequoia Montessori School unless an application was completed during the admissions process. If there are not enough applications by the first deadline, a second deadline may be established by the Board.

If more students apply for admission than can be accommodated, admission will be decided through a lottery system after waivers are granted. Waivers from the lottery will be granted to the following incoming students who have submitted a complete application by the admission deadline:

Applicants who were enrolled in the school in a prior year

Applicants who WILL HAVE A SIBLING* already enrolled in Sequoia Montessori School at the time of application.

After waivers have been granted and the lottery conducted, all applicants will be placed on a list in order of their lottery number. The list will be submitted to Salem Keizer School District Student Services for review of students with Individualized Education Plans (IEP). If a student with an IEP accepts a position at Sequoia Montessori School and the student's IEP team recommends that the student not be admitted to Sequoia Montessori School due to inappropriate placement, that student will not be accepted until the team deems placement is appropriate. At that time, the student will be placed first on the waiting list and admitted if a vacancy in that grade becomes available. The list will be kept for two years, and students will be called if and when an opening in their grade occurs.

If more than one student from a family applies for admission in the same year, all siblings will be admitted if one sibling is granted admission through the lottery process. This applies to same grade admission e.g. twins, or upper grade admission for an older sibling.

Students will not be enrolled at Sequoia Montessori School on a part-time basis.

Withdrawals

When a student withdraws voluntarily from Sequoia Montessori School to attend another public school, private school or be home-schooled, the student relinquishes his/her place on the enrolled list. If the student changes his/her mind, they may ask to reenter, but his/her name will be placed at the bottom of the waiting list for that grade.

When a student withdraws involuntarily for medical reasons, that student maintains his/her place on the enrolled list until the end of the current school year.

When an admissions situation arises that is not within the policy guidelines established by the Sequoia Montessori School Board, a staff review and recommendation will be presented to the Board for final decision.

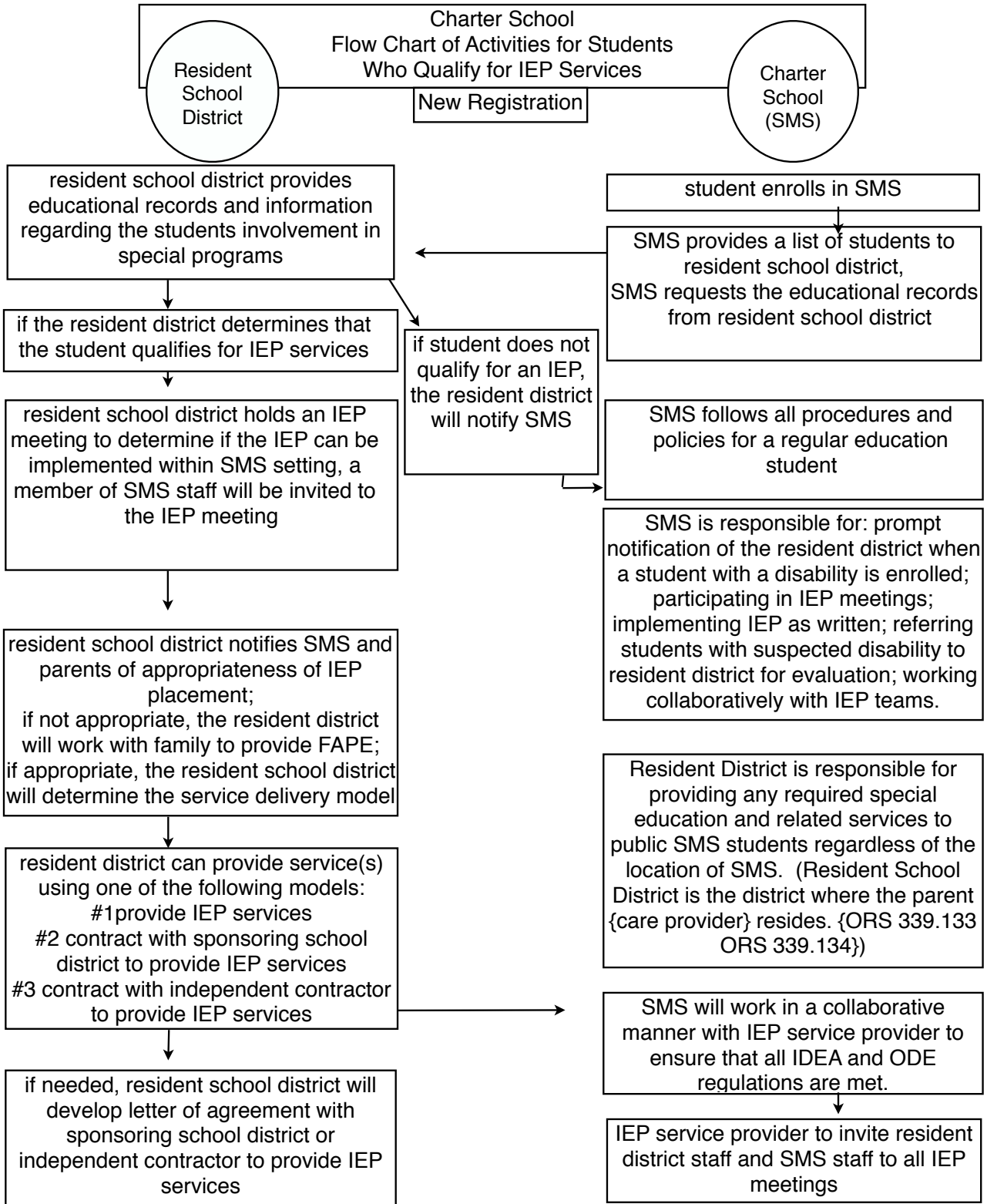
* For this admissions process, sibling is defined as "one of two or more individuals living in the same household as siblings."

Appendix L

PROPOSED SCHOOL DAY SCHEDULE for Sequoia Montessori School

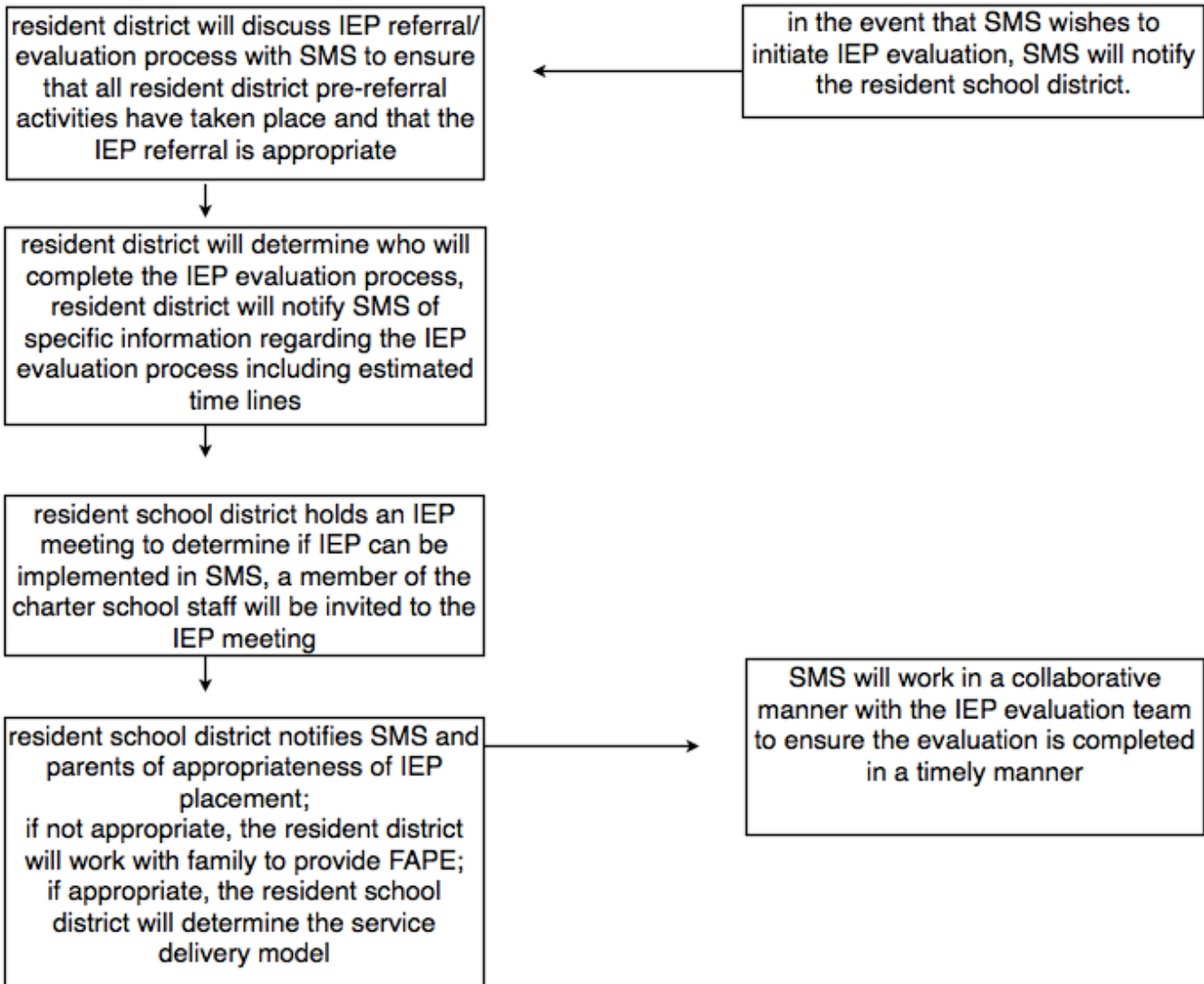
8:00	Arrival time in classroom
8:15	3-hour work period
	Small group presentations in all subject areas
	Individual student work
	Small group projects, reports, research, etc.
11:15	Wrap-up of work period
	Journal check, job time
	Class gathering/sharing/singing
11:40	Lunch and Recess
12:25	Silent reading
12:45	Afternoon work period
	Work period to continue morning activities
	Or
	Large-group activities including Great Lessons
	Or
	Special classes (i.e. Spanish)
2:45	Clean-up
3:00	Dismissal

Appendix M



Charter School
Flow Chart of Activities for Students
Who Qualify for IEP Services (Continued)

New Referral/Re-evaluation



Appendix N

ANNUAL PROGRAM AUDIT REPORT for The Sequoia Montessori School

Person/Title Completing Report: _____

Date of Report: _____

Directions: Complete all sections. Submit appendices as appropriate and needed.

I. Overview of the school mission, vision and focus.

II. Names, positions, and contact information for the Board of Directors.

III. School demographics, including information of students, staff and charter board of directors.

IV. Describe annual goals and progress towards those goals to address the following:

Program

Parental/Community Involvement

Academic

V. Describe successes and/or challenges unique to the program. Additionally, outline what steps will be taken to address them.

VI. Provide projected goals for the next two school years.

VII Summary evaluation from the Charter Board of Directors.

VIII. Attach budget showing proposed and actual for the fiscal year.

IX. Additional information:

Audit

AYP/School Report Data

Appendix O

Sequoia Montessori Questionnaire

The Sequoia Montessori Public Charter School is in the planning stages, with the hopes of opening a lower elementary Montessori school in the Salem/Keizer School District in the fall of 2012.

How many children are in your family?

What are the ages of your children?

What is the name of your neighborhood public elementary school?

What type of pre-school does/did each child attend?

Where do you intend to send your child for schooling in Fall 2011?

How likely would you be to enroll your child/children in a public charter Montessori school if implemented in Salem-Keizer School District?

- very likely
- somewhat likely
- not likely at all

Where will you send your child for elementary school in Fall 2012 if you don't send them to Sequoia Montessori Public Charter School?

Name of public/private/public charter school?

If you would like to be kept informed of our progress please enter your name and email address below

La escuela pública charter Sequoia Montessori Questionnaire

La escuela pública charter Sequoia Montessori está en la fase de planificación, y espera abrir como una escuela primaria baja Montessori en el distrito de Salem-Keizer en el otoño de 2012.

¿Cuántos niños hay en su familia?

¿Cuáles son las edades de sus hijos?

¿Cuál es el nombre de la escuela pública primaria de su barrio?

¿A qué tipo de escuela preescolar asisten sus hijos?

¿Dónde va a enviar sus hijos para escuela en el otoño de 2012?

¿Cómo es probable que usted matricularía su hijo/hijos en una escuela pública Montessori si se implementara en la Salem-Keizer Distrito Escolar?

- Muy probable
- Probable
- No probable

Si usted no envía sus hijos a la escuela pública charter Sequoia Montessori, ¿a dónde se los envía en el otoño de 2012?

¿Cuál es el nombre de la escuela pública/privada/pública charter?

Appendix P

COMPLAINT POLICY for Sequoia Montessori School

1. The Board recognizes that complaints are periodically voiced and complaints are best handled when both sides work together to find a solution. It is the desire of the Board to resolve complaints by direct, informal discussions. Complaints should be submitted in a timely manner to allow for a prompt resolution.
2. When a student, parent and/or guardian, employee or community member has a complaint regarding Board policy, the written and signed complaint form should be delivered directly to the president of the Board - Step Three.
3. When a student, parent and/or guardian, employee or community member has a complaint regarding an issue other than Board policy, the following steps need to be followed:

STEP ONE:

Informal Level - Involved parties seek to resolve the conflict through dialogue on an informal basis.

When a student, parent and/or guardian, employee or community member has a complaint, he/she must first attempt to resolve it with the involved faculty member or the school's administrator.

If a complaint is made to a Board member, he/she will refer it to the school's administrator or the president of the Sequoia Montessori School's Board.

If unable to resolve a complaint at the informal level, the complainant may file a written formal complaint.

STEP TWO: Formal Level

A formal written and signed complaint must be filed with the school's administrator.

If the complaint concerns the school's administrator, the complainant may bypass Step Two and advance the complaint to Step Three - Board Level.

The administrator will inform the Board upon receipt of a formal complaint.

The administrator will contact the complainant within five school days of receiving the formal complaint to set up a meeting.

School days are defined as days Sequoia Montessori School students attend class.

The administrator will explain the formal complaint process and the options that are available to the complainant.

The meeting will be scheduled for a mutually agreeable time within 10 school days after the administrator contacts the complainant.

A written decision will be provided to the complainant and the Board within five school days after the meeting.

If the administrator is unable to resolve the complaint, the complainant may submit the complaint in written form to the president of the Board .

STEP THREE: Board Level

The complainant may appeal the decision of the administrator by submitting a copy of the original complaint form and the administrator's written response to the president of the Board within 10 school days of receiving the written decision.

The documents may be filed in person or mailed to the president of the Board .

The president will review the complaint and determine whether the complaint will be referred to a Board committee or to the entire Board.

Within seven school days, the president will contact the complainant and inform him/her which group will review the complaint. The president will also notify the administrator and Board members of his/her decision.

If the president decides to refer the complaint to a Board committee, the committee chair will contact the complainant and within 15 school days of the president's receipt of the complaint and set a committee meeting with the complainant.

The meeting will be held in accordance with public meeting law and on the record and will include an opportunity for the committee to hear from the complainant and the staff involved.

A written decision will be provided to the complainant, the administrator and the Board within five school days of the meeting.

If the Board committee is unable to resolve the complaint, the complainant may submit a written request to the president of the Board requesting a hearing before the entire Board .

The document may be filed in person or mailed to the president of the Board.

If the complaint is referred to the entire Board, a hearing will be held at the next regularly scheduled Board meeting and in accordance with public meeting law.

By mutual consent between the president and the complainant, the hearing may be set for the subsequent regularly scheduled Board meeting.

If there is no Board meeting scheduled within 30 calendar days of the president's receipt of the complaint, a special Board meeting will be scheduled.

The special Board meeting will be scheduled within 15 school days of the president's receipt of the complaint.

The meeting will be on the record and will include an opportunity for the committee to hear from the complainant and the staff involved.

The Board will deliberate the issue and determine its findings.

A written decision will be provided to the complainant, administrator and Board members within five school days of the Board hearing the complaint.

If the Sequoia Montessori School Board does not resolve the complaint to the satisfaction of the complainant, the complainant may appeal their decision to the Chairman of the Salem-Keizer School District Board of Directors.

The appeal may be filed in person or mailed to the Chairman of the Salem-Keizer School District Board of Directors, at 1309 Ferry Street SE, Salem, Oregon 97301

STEP FOUR:

The appeal process for the Salem-Keizer Board of Directors will begin at Step 5 of the Salem-Keizer District Code of Policy and Rule, AG and AG-R, relating to complaints (<http://www.salkeiz.k12.or.us/content/qam/school-district-organization>).

4. If the complainant chooses to file with an outside agency, or if legal action or a grievance is filed, the outside process will cause this complaint process to cease.