



Spiraling Into Growth



Parent and Student Handbook 2018-19



La Vida Charter School is excited to be embarking on another year with a wonderful faculty and staff who are all working hard to create engaging and fulfilling learning experiences for students and families.

‘Academics through Social Engagement’ is the motto of the onsite program which is also inspired by the Alliance for Public Waldorf Education of which the school is a member. After two hours of Math each day including Real World Math, students experience specialty electives, such as Art, Handwork, Music, Drama, Science, American Sign Language, Cyber Civics, Grid Beam, Herbal Studies, Rods and Staves movement, Zspace Virtual Reality and more.

Once a month Morning Institutes help provide parents with professional development and the support what they need to do the job as parent educators.

The fun starts this year with a Native American focus culminating in trips to the new native Wild Gardens Project at the Hudson Museum and day long workshops in Paleotechnics with Tamara Wilder. La Vida’s back to school night is the Peace Day Ice Cream Social and will be celebrated with the whole community doing a Spiral Dance. ‘Spirals in Nature’ is the school theme this year. Spirals will be explored in math, art and science through the Fibonacci number sequence, growth patterns, galaxies, and sea shells. Students will study donated sea shells, personally collected from around the world by a local family. This year’s play performed at Thankfulness Feast, *The Pathfinders*, is an original written and directed by Mana Youngbear. Jerri Jo Idarius, master calligrapher will return and so will Gary Martin presenting Art Appreciation. In High School, US History through the Seabiscuit Story is back. This year, based on the Seabiscuit story, students will create a hero’s journey scenario in virtual reality on the Zspace computers. Science teachers are partnering with the UC Hopland Field station for a variety of field trips and research projects.

The following Parent and Student Handbook is designed to help you better understand the philosophy as well as the policies and procedures of the school. Please read and sign the acknowledgements on the last page. Your suggestions are welcomed as the school depends on parent involvement.

Looking forward to another year of collaboration and educational growth.

Sincerely:

La Vida Board, Board and Staff

Board

Kevin Britton, President

Cynthia Raiser Jeavons, Secretary

Freyja Scott, Member

Staff

Ann Kelly, Executive Director

Mardi Hinton, Business Manager

Danielle Canaris, Student Services

Nicolette Ferro, School Secretary

Lisa Burgess, Business Secretary

Andrew Miller, Information Technician

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Faculty

Fawn Bassett

Lynne Buske

Edward Cannon

Michael Charnes

Sarah Clark

Larry Cole

Cody Dooley

Isaac Hillhouse

Jerri Jo Idarius

Phil and Richard Jergensen

Angela Lau

Karen Loyster

Gary Martin

Andrew Miller

Karen Walsh

Meghan White

Mana Youngbear

MISSION AND GOALS OF THE SCHOOL

(Portions taken from the Charter Document of La Vida Charter School)

MISSION

The mission of the La Vida Charter School is to broaden the educational choices and opportunities for children and families who live in Mendocino County and surrounding areas through independent study, home schooling, and Waldorf inspired teaching methods.

GOALS

Our goal is to establish a school in which all children are respected and recognized for their individual gifts, and feel supported in developing these gifts. Students will be appreciated for their unique ethnic and cultural backgrounds and will be encouraged in their understanding of the individuality represented by the traditions and cultures of their peers, as well as members of the global community. Through a three-pronged approach focused on cognitive, emotional, and psychomotor skills, LVCS's children will emerge with strong potential for academic excellence, a commitment to the enhancement of their community, and the ability to succeed amidst the challenges of today's and tomorrow's world.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

LVCS's target population is those interested in home schooling or independent study, as well as those interested in Waldorf Education. LVCS serves students from Kindergarten through twelfth grade. LVCS offers two choices of completely independent study educational programs for student enrollment:

1. A blended program using a partial on-site class-model following the core principals of the Alliance for Public Waldorf Education for students grades K-12 along with home study. The on-site portion of the independent study program offers parents and children a variety of education choices, including part-time day classes and other specialty courses. Designed as an enhancement to the home study program, the on-site program is considered a non-classroom based education for purposes of attendance recording. Parents and students meet with an Educational Coordinator who assists and manages the educational program.
2. Home school program for students grades kindergarten through twelfth, where parents can choose to utilize Whole Child curriculum, or other Independent Study curriculum in which parents collaborate with an Educational Coordinator to achieve teaching goals and objectives.

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- A blended program using site based instruction inspired by Waldorf methods for students grades K-12 along with home study. The on-site program offers parents and children a variety of education choices, including part-time day classes and other specialty courses; and
- Home school program for students grades kindergarten through twelfth, where parents can choose to utilize Waldorf inspired methods, or other Independent Study curriculum in which parents collaborate with an Educational Coordinator to achieve teaching goals and objectives.

HOW LEARNING BEST OCCURS

LVCS believes that learning best occurs when holistic, developmentally appropriate instructional methods are utilized through a balanced coordination of site based instruction and home study. LVCS also believes that learning best occurs when children are in an environment where they feel safe, happy and respected. The staff at LVCS successfully creates such an atmosphere, in combination with stimulating lessons, so the student's learning is optimized. LVCS also emphasizes creating and maintaining a strong, cooperative and mutually supportive working relationship with its sponsoring School District. This relationship builds upon the mutual goals of providing the best possible educational opportunities for all children in the Mendocino County area. In addition, LVCS finds that learning best occurs for its students when strong, collaborative relationships with professionals and other community resources are formed. An involved community of parents and teachers will actively and visibly support the children. Parents will be involved in governance, the school program, events and activities, the establishment, beautification and maintenance of the school facility, linkages with the larger community and the ongoing evaluation of the school program, and students are encouraged to have input and involvement in these areas. Periodic evaluations of student progress combining State and Waldorf-methods measurements and of the curriculum and teachers will ensure the best possible educational program. Information gleaned from the evaluations will be used for ongoing planning of the curriculum and staff development process. LVCS will employ highly qualified teachers who hold a California teaching credential, in addition to a combination of Waldorf training, education, and/or experience which meets Charter Board standards.

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STUDENT ADMISSION REQUIREMENTS

The Master Agreement and Educational Coordinating Meetings

Upon enrollment, an entry interview is required with the administrator or designee. The purpose of the interview is to get acquainted, to find out what the special interests and needs of the child are and finally, if independent study is an appropriate placement.

State law regarding independent study requires a written contract between the parent, student, and teacher agreeing to the goals, objectives, and mission of the school as set forth in the charter and expanded upon in this handbook.

Each student will receive a diagnostic evaluation upon entry into the school to identify the appropriate level for the student. Each student will be evaluated at the completion in the spring semester of the school year to assess skill level and growth, and the adequacy of the program in meeting the students' individual needs.

Upon admission to La Vida Charter School, each student and his/her parent(s) will be required to meet with a teacher and

1. Discuss the child's program/curriculum.
2. Demonstrate a clear understanding of the La Vida Charter School philosophies.
3. (Parents) Sign a contract that will stipulate the following:
 - Parent or Guardian's availability to be the primary teacher of the student
 - Parental involvement in academic teaching and support
 - Mandatory parent and student attendance at scheduled progress meetings every 20 school days for kindergarten through 8th grade, and a minimum of every 10 school days for grades 9 through 12.
 - To help develop, implement, and follow through with a personalized education plan for the student.
4. (Students) Sign a contract committing to the following:
 - Independent Study or Home schooling.
 - Completing the required schoolwork as assigned/agreed upon.
5. Parents allow and student's agree to take the CAASPP test and or the La Vida alternative assessment (MAP test).

ATTENDANCE

20 hours per week is the minimum

State law requires independent study students to complete at least 20 hours of work per week. Students should work until their assignments are completed.

High School students need to complete about 30 hours a week in order to be successful. High School students submitting less than 30 hours per week will be placed on probationary status.

At the Educational Coordination meeting, once every 20 school days for K-8 and every 10 school days for grades 9-12, parents and students will submit a record of the timelog recording the daily educational activities spent on various subjects and activities. The charter teacher will supply forms to assist in this recording, or the students and parents can also keep a journal. Keeping a log or recording the work done at home is a crucial part of the documentation for attendance purposes. We recommend that the elementary parent home-teacher purchase a Waldorf style main lesson book and create a beautiful academic journal of the homeschool experience. This can be copied as part of the documentation pages.

Parents and students will know they are on track if they are progressing in:

- Oak Meadow- One lesson per week, for all grades.
- OdysseyWare - Five lessons per week.
- Edgenuity- Five lessons per week- note that lessons vary in length and time.
- Singapore Math- Four weeks per Unit for elementary and, 2.5 weeks per Unit in 7th and 8th grade.
- Video Text Interactive- 3 Lessons per week Pre-Algebra and 4 Lessons per week for Algebra 1
- Saxon Math- 3 lessons per week.
- Steck-Vaughn High School Wonders of Science- 25 pages per week.
- Steck- Vaughn Focus on Science- 4 pages per week
- Steck-Vaughn Core Skills ELA set -approx. 4 pages per week in each book Plus reading for interest.
- Steck- Vaughn High School World Geography – 10 pages per week.
- Story of the World – 1 lesson per week.
- Live Education- Kinder work 8 weeks per block. 1st 6 weeks per block integrated, 2nd- 8 weeks per block, 3rd, through 8th -6 weeks per block,

WEEKLY CHECK- IN

Parents and/or Students must submit two work samples in English and Math, every week. This can be by email to WeeklyCheckIn@LavidaSchool.org or dropped off in the student's file in the hallway. High School students with high speed internet can also submit through the Household Portal. Due dates are end of day Tuesday for grades K-8 and Thursday for 9-12. This is in addition to the once or twice monthly Educational Coordinator Meetings. Failure to check in will result in a strike and Warning Letter.

HOW STUDENTS ARE ASSESSED

The goal of LVCS, to develop compassionate and contributing members of community with skills to meet the world's challenges, will be demonstrated through several measures. Student mastery of cognitive skills, social-emotional skills, psychomotor skills and core subject knowledge will be measured through LVCS's triangulated assessment model. This model allows for the measurement of meaningful learning, as well as content standards and state compliance. The authentic student centered assessment of the student's own meaningful learning will primarily be demonstrated through a student selected comprehensive *portfolio* based on appreciative inquiry formats. Common Core State Standards will be measured through the *MAP, Measured Academic Performance test*, published by Northwest Evaluation Association, NWEA. This formative test is designed to show what the student has mastered and is precisely ready to learn next. It is a tool for teachers and parents to focus instruction. LVCS shall offer the MAP short survey at the beginning of the year as a diagnostic, and the larger content area goals test in the fall and spring. The *CAASPP test* is the third point on the triangle as a summative test and provides additional information on Common Core Standards achievement and national norm reference data.

Below is a list of ongoing pupil outcomes and assessments which help support and track student growth throughout the year in addition to the three assessments listed above.

- ***The Learning Record:*** the key document and record of assignments and attendance for independent study. It represents a maximum 20 school days for elementary students and a maximum of 10 school days for High School students. Learning Records report work completed (such as books read, field trips, classes attended and lessons accomplished in curriculum), progress toward goals, parent and teacher evaluative comments along with samples in the four core area, plus arts and electives.
- ***Goals:*** the basis for pupil outcomes, are created as a focal point of personalized academic study for each semester. Parents are requested to follow the learning guidelines for grade-level requirements at LVCS and will be provided a copy of learning guidelines appropriate for the grade level of their student.
- ***Main Lesson Books:*** from site based classes or from home are created by the students and demonstrate knowledge of core content through illustrated essays, charts, maps etc.
- ***Trimester Evaluation Packets Include:*** Documentation with written observations by the Educational Coordinator with specialty teacher and parent input for the elementary student. These evaluations include anecdotal evidence of emotional, social and cognitive development, and a record of lessons completed by the pupil. It will list the key outcomes for the trimester and how well the goals were met. Statements about growth achieved and recommended areas for future focus are integrated.
- ***Standards Based Report Cards:*** at trimester end. Achievement of grade level content standards in Language Arts, Math, Social Studies, Science as well as Social Skills are ranked from emerging, developing to mastery. A ranking of "developing" is considered passing. Descriptive comments about the student's strengths and accomplishments are included in the evaluation packet.

- **Report Cards:** at semester end and mid term **Progress Reports** for High School students are issued with traditional grades, units and comments.
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- **Quizzes and chapter review tests:** are incorporated as part of the curriculum. Educational Coordinators quiz the student on the periods work, either orally or written, during the regular meetings.
- **Diagnostic:** MAP diagnostic survey for grades 4-12 will run the first days of school. A paper pencil diagnostic is used for Kinder through third grades.
- **MAP:** Measures of Academic Performance published by NWEA, Northwest Evaluation Association, a non-profit corporation, is a California State adopted alternative standardized test for the ASAM schools, and is recommended as a formative test aligned with the Common Core Standards. As a formative test, the purpose of the MAP is to help focus instruction in Reading, English Language Usage, Math and Science.
- **Benchmark Project:** Due midyear, should be student's best work. Work will be exhibited at the Benchmark Project Fairs in January and March for Elementary and High School Respectively. Criteria are disseminated in September.
1st Grade - Main Lesson Book of "Story of Letters and Math Processes," 2nd Grade - Animal Report, 3rd Grade – Shelter Project, 4th Grade – Farming Project or Food, 5th Grade – Ancient Civilization or Early American Project, 6th Grade – Ancient Greece or Rome Project, 7th Grade – Renaissance, 8th Grade – Constitution or 8th Grade Project, 9th Grade – World History Project or Foreign Language Project or Personal Goals Project, 10th Grade – Research Paper , 11th Grade – Career & Technical Education
12th Grade – Economics Project due at the end of the year.
- **Portfolios:** a yearlong and yearend presentation of student learning examples, reflections, goals and autobiography based on a criteria. Portfolio Manual is sent out at the beginning of the year and is due no later than the last day of school.
- **Performances and Open House:** performances in the music, drama, dance and all-school open houses are held once or twice a year, where parents and members of the community have the opportunity to observe student work. School district members, administrators, and teachers may attend these events, assessing the quality of work for themselves.
- **Surveys and questionnaires:** are completed by pupils, staff and parents providing feedback on both established and developing programs.
- **California Assessment of Student Progress and Performance, CAASPP:**
The Charter School shall meet the statewide performance standards and shall conduct annual pupil assessments required pursuant to Education Code Sections 60605 and 60851, including the Smarter Balanced Test (SBAC) for ELA. Math and Science. The Smarter

Balanced tests 3rd through 11 grades usually conducted for two weeks at the end of April and first of May.

LEARNING RECORDS AND DAILY ENGAGEMENT LOG

Learning records are documents provided by the EC which recognize and include the student's participation in the primary core academic areas as well as dance, music, drama, sports, field trips, family trips, and community involvement. It is the parent's or students (depending on age) responsibility to submit Learning Records for each student to the Educational Coordinator every 20 school days for grades K-8, and every 10 school days for grades 9-12. The main purpose of a completed Learning Record is to

- Document a student's school attendance
- Document a student's progress towards his/her goals and objectives.
- To recognize and commend the learning achievements of each student.

An excellent Learning Record:

1. Is complete and well organized.
2. Reflects a student's progress toward his/her goals.
3. Salutes learning achievements, breakthroughs and insights.
4. Includes evidence of learning (e.g. activities and events, beyond a list of topics).
5. Includes parent and educational-coordinator comments.

A Learning Log are a record showing daily engagement, Monday through Friday, in educational activities. It is a required form in addition to the Learning Records. It must be signed by the parent. The charter school has stock forms of the daily engagement log, or the parent and student may use their own calendar, or plan book and list the assigned educational activities that are accomplished each day. The daily engagement log must be turned at the end of each learning period when the student's work is submitted.

Student independent study folders are kept for three years. At the end of that time we will make an attempt to return them to you first, if all fails then they will be destroyed.

NON-COMPLIANCE

Missing Work and Missed Meetings

When a student fails to turn in the assigned or agreed upon work, they are out of compliance with the Independent Study Contract. The student only has three chances which are documented by the teacher and noted by the administrator. The student will be dis-enrolled after the third incident of missed work. The formal steps of this procedure are listed on the master agreement and the acknowledgement of responsibilities.

It is extremely important that students and parents attend the scheduled Educational Coordination meeting. If circumstances interfere so that a the student/family can not be

present then the students work should be mailed to the teacher and the meeting be re-scheduled.

Important Note: If the student/ parent depending upon the responsibility agreement, fails to **give twenty-four hour notice** to the teacher about a meeting cancellation three times through out the year, then the student will be dis-enrolled.

There are very strict state laws governing independent study which La Vida must comply with because we are a public institution.

MISSED DAYS OF REQUIRED TUTORING

Students who receive a referral for required short or long term tutoring are obligated to participate. Failure to participate will be treated as missed assignments and be subject to the process described in the section above. Three missed appointments could result in dis-enrollment from the school.

FINANCIAL INFORMATION

Curriculum and Materials & Supplies

La Vida Charter School is a free public school, no tuition is charged. Each student, by his or her daily attendance, generates funds from the state of California that are appropriated for educational purposes. A portion of these funds is allocated to each student to be used for educational expenses.

Curriculum: Everyone gets curriculum La Vida Students will use the curriculum offerings provided by the school in general and special education. If parents wish to use an alternative comprehensive curriculum, it must first be approved by the school administration. Oak Meadow, Live Education, and Story of the World and Odysseyware are the curriculum choices. . Alternate curriculum may be given to Special Education Students as required or as appropriate

For Math in the 2017-18 year, the school uses Singapore Math, Triumph Learning, Right Start Math and Video Text Interactive in the Jr High and High School. High School students are expected to have online access to receive curriculum at home.

The school also offers supplemental standards based curriculum such as Explode the Code, Common Core Standards Curriculum, Read For Real, Keyboarding without Tears, Handwriting texts and others. High Needs students have access to math manipulatives and other supports as well. The school may explore other curriculum to assess if it is something that parents or faculty want to offer.

Parents select the La Vida curriculum of their choice and they must use it consistently. Students fail to thrive if different curricula are tried in fits and starts. If a parent wishes to use a non La Vida approved curriculum for their home study program, approval of the Director or designee must be acquired first.

Students taking on site classes: get curriculum and a choice of one supplemental texts. Complimentary Waldorf Main Lesson books are provided at orientation

Home school only students: With La Vida curriculum, students will also have a small stipend of \$60 per trimester for added curriculum.

Home school only students who use an alternative curriculum not offered by the school and have received approval will have a small budget of \$85 each trimester.

Budgets are to be spent by November 30st for the Fall and Winter trimester and by March 14 for the Spring trimester.

Under no circumstances may a parent be reimbursed for materials purchased independently. All instructional materials must be purchased from an approved vendor by authorized purchase order through your educational coordinator the office ordering personnel. All non-consumable materials purchased by La Vida Charter School by law belong to the State and must be returned at the end of the school year, or when they are no longer being used by the family in the education of an enrolled student. You will be expected to treat the non-consumable materials as you would library books on loan.

You will be expected to replace lost or negligently damaged items.

Curriculum is expensive. La Vida pays on the average between \$500 to \$800 per student for a curriculum package. Book covers will preserve the life of the book and make it convenient to write their name clearly on the outside. We encourage you to cover your books right away as part of your independent study program. We will provide you with book covers as long as the supply lasts.

La Vida tote bags are provided, supply permitting, to help keep your curriculum together and in good condition.

MATERIALS RESTRICTIONS

Nature of Materials: Charter Schools and Religious Instruction

The following are guidelines for Charter School instructional programs to operate lawfully, and, still maintain a maximum respect for individual rights.

1. The parent/guardian acting as a co-facilitator, or in any other manner assisting in the instruction of their child, is NOT considered an agent of the State of California and, therefore, is not bound by those laws that guide the teachers who are paid by the State of California. The parent/guardian, as provided by the constitution of the United States, is provided the right to freedom of expression of religion and may at any time use religious content in the instruction, guidance, and care of their child.
2. The State of California and subsequently its agent, the Charter School, is not permitted to purchase or otherwise provide materials containing religious content for students or for any other purpose.

3. A Charter School may not require or maintain any student achievement records, including transcripts, report cards, portfolios, or any other documentation regarding the student that contains religious content.
4. The Educational Coordinator/Teacher of a State of California Charter School may not, during the course of instruction, use materials or expressions deemed to contain religious content.
5. Small Group Instructors, who are paid by the State of California through a Charter School, are considered an agent of the State during their course of instruction and, therefore, may not teach using materials or expressions deemed to contain religious content.

CLASSROOM BEHAVIOR

In order to provide a school environment that fosters cooperation, responsibility, and respect, children will be expected to follow several basic rules:

- Students should come to school with an attitude of readiness and willingness to participate. La Vida's on-site classes are optional, therefore only students who want to attend should be enrolled. If a child refuses to cooperate with the group, then the parents will be called to pick up the child.
- Courtesy is always expected towards other children, teachers, and parents. Pushing, hitting, kicking, fighting, teasing, swearing, talking back, spitting, and biting are prohibited.
- Students are expected to participate in classroom activities in a respectful manner. Students are not allowed to bring inappropriate objects to school. This includes handheld video games, toys that promote violence, candy, illegal substances, or any other material deemed detrimental by the teacher.
- Students may be required to surrender their cell phone until the end of the day.
- Activities that are damaging or hurtful to the property of the school and others will not be allowed.

Teachers will communicate further expectations to their students. Teachers and Administration will determine appropriate consequences if a student disregards these expectations. A more detailed explanation and process will be found in the school's Discipline Policy and Procedures at the end of this handbook.

SEXUAL HARASSMENT

All students attending La Vida Charter School are provided an academic environment free from sexual harassment. The Board of La Vida has established a written policy against sexual harassment in all forms. School policy supplements existing laws including the State Education Code, which defines sexual harassment as "unwelcome sexual conduct including advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature". Any unwelcome sexual conduct that interferes with a student's academic performance or creates an offensive or intimidating academic environment is against school policy and should be reported immediately to the teacher or administrator.

Unwelcome sexual conduct need not be intended to harass. Harassment is determined on the basis of how the conduct is received. La Vida's sexual harassment policy applies to students, teachers, staff, parents, visitors, volunteers, and all others on campus or elsewhere involved in any formal school-sponsored activity.

PUNCTUALITY & ATTENDANCE

When one signs up for a class or program, students and parents are making a commitment to attend a class **which means agreeing to arrive on time. and on a regular basis.** Entering during the middle of a class session interrupts the flow of the class and is detrimental to the individuals and the group.

Attendance for both of the two day classes is expected. Although if space is permitting, it may be possible to set up a one day attendance schedule, however it is discouraged.

Of course, excused absences due to illness and certainly unavoidable circumstances will occur from time to time.

Consistent tardiness and or absences will cause the student to **lose his/her space in the on site class** to make room for someone waiting to attend. If a student misses three (3) classes in a trimester, they may be bumped from the class. This includes students who take extended trips during the school year.

Two (2) tardies count as one absence. Anyone arriving after 9:10 am will be considered tardy. If spaces are open at the change of trimesters, a student may re-enter the onsite class. Families are encouraged to arrive 10 to 15 minutes before 9:00 am, so that students can get settled and start at the beginning of the day. on time.

Do not pick up students early. Picking up children before the class is over is very disruptive and often important activities or information are missed. You **must** wait until students are dismissed.

RIDGEWOOD RANCH

La Vida Charter School leases the school building at Ridgewood Ranch, south of Willits, in Mendocino County. Ridgewood Ranch is owned and operated by a Christian Community, Christ Church of the Golden Rule. It is legal for a public school to lease from a church, and the school's attorneys have provided some operational guidelines for Charter Schools sharing space with a religious institution.

These guidelines are available for everyone to read. The major point is that a clear separation from any church is maintained, prohibiting: prayer, religious studies or displays (unless secular in nature), on school grounds.

Please be aware that a violation of the church and state requirement can be extremely costly, accordingly, strict compliance with the guidelines will be maintained. Please feel free to discuss any concerns that you have regarding this issue with the Administrator or the Board.

Ridgewood Ranch is a quiet community with many elderly residents. It was a great gift of generosity and openness to allow La Vida a place on the ranch. Please be aware that the school's traffic has a major impact on the ranch. Obey traffic signs. Drive slowly and with caution; 20 miles per hour down from the highway and 5 miles per hour in the parking lot. Carpool whenever possible.

There is no smoking on the ranch and no alcohol consumption allowed. Please do not play music loudly on the ranch.

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Parking: The school has fifteen designated parking spaces across the front and up the Seabiscuit statue side. The school's parking spots do not include the side facing the road under the tree. Children are never allowed to run in the parking lot. Please be very cautious at drop off and pick up times.

Kindergarten Parking: The Golden Rule management has determined that parents park in the main school building lot, Not at the kinderhaus. This applies to both drop off and pick up. No exceptions.

Honor and respect our host community by showing courtesy, and hopefully La Vida will enjoy a long-term relationship and home on the precious piece of land called Ridgewood Ranch.

DRESS CODE

Students are expected to wear clothes suitable for an active day of study and play. Safety, simplicity, and appropriateness should be considered. These guidelines may not cover all situations and teachers may need to address particular attire. Please feel free to contact your teacher if you have any questions about specific articles of clothing.

To ensure a safe environment for our children,

1. Leave dangling jewelry and earrings at home;
2. Come appropriately dressed for the weather; and
3. Come wearing comfortable, practical, flat-soled shoes that are firmly attached to the feet. These shoes are required for hikes during science classes.
4. Bring an extra pair of "house" shoes to leave at the school for indoor wear.

To create a wholesome and appropriate environment,

1. Outer wear should be simple, modest, and not distracting;
2. Children should use clothing, backpacks, lunchboxes, etc. that are free of references to drugs, alcohol, violence, or any media, sports, or cartoon images or slogans; and
3. Makeup is discouraged
4. Clothes should cover the body, with no belly buttons showing and no underwear visible.

Cleanliness: Dressing appropriately and being ready for school includes **personal hygiene**. Students should be physically clean with clean clothing appropriate for the day. Underwear should be changed daily. Creating a rhythm of personal care helps students in numerous ways; A person care regime is healthy while it also prepares one mentally, and physically for the day ahead. Socially the students benefit as well. Dirty students get teased and rejected by peers which can influence ones self esteem for life. Students not befit to be a part of the group will be presented with hygiene basket and clothing options from the closet.

Shoes

Shoes must be available to all students on-site. Only students with appropriate shoes covering their feet will be allowed on walks and hikes on the ranch.

LUNCH AND SNACKS

Please make sure your child has an adequate breakfast at home with something warm to eat or drink. All students, including high school students, need to bring a mid-morning snack and lunch. Learning does not occur while a student is hungry. Lunches and Snacks should be nutritious and well balanced foods, avoiding gum, candy, and sugary foods or drinks. **No sodas or high caffeine drinks.** Teachers are happy to supply lists of healthy snacks ideas.

Pack lunches appropriately with ice packs in the hot weather. Yogurt and string cheese can spoil in the course of a morning. Students may not use the tiny school refrigerator and can only use the microwave in emergency situations.

Due to the loss of silverware, the school will not be providing it for daily use. Students should bring their own utensils. Each classroom will be provided with some plastic utensils at the beginning of the year and if that supply is depleted then students will be able to purchase plastic utensils from the office.

Prepare lunches with health and nutrition in mind.

This year we are asking that all student bring a water bottle labeled with their name.

MEDIA AND YOUR CHILD

The Waldorf educational philosophy of the La Vida Charter School is based upon a deep understanding of child development. The school is committed to nurturing each child's unique qualities so that their cognitive, social/ emotional, and psychomotor skills may flourish. To that end, we request that our families put forth a conscious effort to significantly reduce or even eliminate the use of media (television, videos, video games, computer games, and features movies) especially for young children's entertainment and education

This educational philosophy is reinforced by the brain studies that have been done on the effects of radiant light on the brain. Radiant light is the term to describe the light emitted from television and computer screens. Reflected light is more easily used by the brain, such as the light from movie screens and overhead projectors. However the best and deepest long term learning takes place through physical experience with active mental involvement. Joseph Chilton Pearce has been publishing information on the brain for thirty years and is a wonderful resource for parents trying to sort all of this out.

For the oldest students, La Vida may include a class on how to use the computer. The dominant thought here is that the computer is a tool much like a paint brush is a tool for a painter. Computer projects will come from an imagination base with the student actively researching, creating and problem solving to produce a unique product. Nonetheless, limiting the time in front of a video terminal is recommended even for high school students.

TOYS

We believe that children's toys should leave them free to create their own imaginary worlds. We recommend choosing products that are free of media heroes (e.g., Power Rangers, Ninjas, BarbiesBarbie's, and Disney princesses). Toys that allow children to play, explore, build, create, and imagine can be the most fun and satisfying of all.

Toys are not to come to school unless arrangements have been made with the teacher. Often toys from home cause too much distraction and stress if they are lost. Students are not allowed to bring inappropriate objects to school. This includes hand held video games, toys that promote violence, candy, illegal substances, and any other material deemed detrimental by the teacher.

CD Players: MP3 Players, Cell Phones, iPads/tablets: During school hours, plus 15 minutes before and 15 minutes after school, playing music devices shall not be permitted. Cell phones and ring tones must be turned off during school hours, this includes texting. Students may make necessary phone calls at lunch break and may use the office phone for necessary calls. Tablets can be used with Teacher permission for research in class. However they are not to be played with at recess or on the playground. Violations to school policy will result in confiscation of the device for the day.

RHYTHMS

Another way that families can enhance the educational experience is by understanding the rhythms of the day. Children of all ages flourish in environments that are not only loving but also orderly and predictable. With external senses of order and routine, children feel comfortable living in the moment. Just knowing what is expected at different intervals in the day can help children feel secure in the world. As an example, a bedtime ritual can help to calm and soothe children and prepare them for restful sleep. Once this routine is established, the ritual may become parents' most treasured time with their children.

PARENT INVOLVEMENT

La Vida is a Parent participation school.

Parents considering La Vida Charter School need to understand that the success of the school is based in large part on a strong parent body dedicated to helping the school meet its objectives in all areas.

Parents placing a child in the school have responsibilities not necessarily associated with other public schools. First and foremost is a commitment to being your child's primary teacher. Parents who embrace and support the educational philosophy at home enhance the student's experience.

Parent Institutes are offered many times during the year. Attending at least one live parent education workshop at the school is required for elementary parents. Web based informational trainings May also be provided. Attendance to any of the trainings can be recorded as parent participation hours below. To get credit, one must fill out a short survey at the end and submit to the school. Failure to participate will result in the warning letter process for non-compliance.

Parents are asked to volunteer 2 hours per month, or 20 hours per school year. Hours should be noted in the volunteer binder on the counter in the kitchen. Note these hours are not required but much appreciated.

Numerous opportunities to be involved with the school are listed on the following pages. Parent Committees, helping in the classroom, providing snack, office work, etc. all count and are valued contributions to the school. Lots of help is needed for the various events.

La Vida Charter School

Volunteer Sign Up

La Vida offers a rich program that depends on parent involvement. We ask each family to volunteer 40 hours per year, or 4 hours per month. Keep track of your time in the volunteer binder in the kitchen. Contributing food and snack count toward volunteer time. Volunteer time is worth \$15 per hour to La Vida. A regular Classroom snack would count about one half hour. Please Sign up by **checking off the jobs and events** that interest you for up coming school year. Thank You.

Parent Name: _____ Student Name _____
 Phone Number: _____ Date: _____

Office Assistant

- Phone Calls
- Mail Prep
- Photocopying
- Book Check in

- Programming
- Computer Word Processing
- Legal
- Gardening
- Sprinkler Systems
- Games/Puppetry
- Foreign Languages
- Hamm Radio
- Other

General Help:

- Playground Supervision
- Flowers for Special Events
- Food for Special Events
- Classroom snack
- Volunteer for Special Events
- Volunteer Co Coordinator
- Volunteer Binder Coordinator
- Library/ Resource Help
- Newsletter Assistance
- School Scrapbook
- Class Parent
- Grounds Clean Up
- Maintenance Projects
- Maintain First Aid Kits
- Update MSDS Binder
- Gather Emergency Supplies

La Vida Events:

- Breakfast Club
- Field Trips
- Peace Day- Ice Cream Social (Sept)
- Scarecrow City (Sept)
- Diversity Day Thankfulness Feast & Performance (NovFeb)
- Scholastic Book Fair (Feb)
- Parent Workshop Help
- Smarter Balanced Test Snack Coordinator
- Science Fair (April)
- Open House
- & Talent Show, Class Pays (AprilApril)
- Graduation (June)
- Golden Rule Appreciation (May)
- Parking Attendant for events

General Skills:

- Sewing
- Handwork
- Costuming
- Stage Props
- Carpentry
- Photography
- Medical
- Electrical
- Mechanical
- Computer Graphics
- Computer Repair/

ENROLLMENT PROCEDURES

1. Upon registration, an entry interview is required with the administrator or designee. The purpose of the interview is to get acquainted, to find out what the special interests and needs of the child are and finally, if independent study is an appropriate placement. Parent's read the Parent- Student Handbook. After reading they will submit the Parent Agreement and Enrollment Form to the school and participate in an orientation. Group orientations are offered at the beginning of the school year. Individual orientations are provided by the educational coordinator.
2. If the charter school has more applications sent in than there are openings, a lottery will be held according to the following procedure:
 - Applications are sent in.
 - Deadline is set for acceptance and lottery.
 - Lottery is held, drawing all names.
 - Each child is put on a list in the order drawn.
 - If there are siblings, they are added to each respective class at the same time.
 - People are called in order from the list. If a family refuses their spot in class, we will continue down the list until the class is filled. If a family accepts, the family will be sent the Parent Handbook and Enrollment form. After maximum enrollment has been reached, the remaining names will establish the waiting list.
 - It is possible that there will be an opening in La Vida for a student, but the appropriate site classes are full. In this instance the student will be given the option of registering for a full home study program and may go on the waiting list for site based classes.

PARENTS IN CLASSROOMS

La Vida would benefit to have parent volunteers at the school each day. The classrooms are small and have an occupancy limit, so scheduling with the teacher is very important. There are many activities that parents can help with everyday. Some ideas are: class aides, site hosts, playground supervision, setting up snack, housekeeping, gardening, office work, poster making, organizing etc. The school will have a schedule for parents to sign up for the tasks they are interested in. Please understand that the school cannot accommodate all of the parents on site each day.

Observations; Parents/ Guardians who wish to observe must get permission through the administrator who will consult the teacher as to when is a good time. Those who wish to observe should be prepared to articulate why they wish to observe the class and also have a follow up session with the teacher and administrator or designee.

Parent Observers and Volunteers must sign in each and every day in the office.

PLAYGROUND RULES & ETIQUETTE

- All children are included in games. Inclusion not Exclusion.
- Any play that is potentially dangerous to one-self or others is prohibited. Some examples are: aerodynamic stunts off the swings, sitting or standing on top of the lateral bars, tying ropes on the bars, climbing trees, throwing sand or sticks, throwing things over the power wires and on or over the roof.
- Play ground boundaries in the west field are the big tree in the middle dubbed “the boundary tree” across to the south telephone pole. Back yard is off limits unless there is a teacher supervisor.
- The Seabiscuit Statue can be viewed and not climbed.
- The parking lot is off limits except for the area in front of the basketball hoop within the orange cones.
- Students may go outside during recess when it is raining only if they have appropriate outerwear that will keep their clothes and bodies dry.
- Students beyond the courtyard must be supervised at all times.

FIRE DRILLS

Fire Drills will be conducted once a month for elementary grades and twice a year for the upper grades pursuant to Education Code Section 32001: at least once every calendar month in the elementary level; at least four times a year at the intermediate level; and at least twice a year at the secondary level. Earthquake drills, Lockdown and Shelter In Place drill will also occur.

PANDEMIC FLU

In recent years there is great concern about the spread of H1N1 and other flus. It affects children more than other flu's and comes on fast. Mendocino County Public Health Agents have directed all parents, and staff to stay home if fever is over 100 degrees and exhibits one other symptom, such as sore throat. Stay home until there is no fever for 24 hours, that is without fever reducing medication. Up to date information about responding to the flu can be found at www.mcoe.us.

VACCINATIONS

State law now mandates that all students be vaccinated. The school will be auditing Kindergarten and 7th grade, Non vaccinated students may enroll in homeschool only if space is available. More detailed information can be found on the county schools website, www.mcoe.us. or www.shotsforschool.org

La Vida Charter School

Negative Behavior & Consequences

*Be Safe

*Be Respectful

*Be Responsible

Type A Offenses:

1. Disrupting Class / wasting class time
2. Inconsiderate / disrespectful to others
3. Throwing dangerous / objectionable items
4. Provoking behavior /cutting remarks
5. Vulgar language
6. Failure to clean up after yourself
7. In unauthorized areas on school grounds.
8. Tardy to class
9. Not prepared for class

Consequences:

Individual

First Time = warning

Second time = take a “timeout”

Third time = stay in at break / lunch

Fourth time = call parent

Group

First time = warning

Second time = take a “timeout”

Third time = stay in at break / lunch

*Three calls home initiates a parent / teacher / administrator conference (next day if applicable)

Type B Offenses:

1. Beyond control of school authority
2. Defiance (refusing to do what is asked by school personnel)
3. Verbal or Physical threat or assault on others
4. Fighting or intimidation, including sexual harassment
5. Malicious vandalism of school property
6. Extortion or stealing
7. Possession of illegal drugs, alcohol, tobacco, knives, weapons, or dangerous objects
8. Lewd conduct
9. Off school grounds without permission

Consequences:

Student will be sent home immediately. There will be a parent / teacher / administrator conference, and possible suspension / expulsion from the on-site program or possibly the independent study program.

**LA VIDA CHARTER SCHOOL
PARENT HANDBOOK AGREEMENTS**

Parent Copy

Families of La Vida Charter School students are expected to be active participants in their children's education and in the life of the school community. To that end, I am aware of the following:

1. I understand that this is a school of choice. Parents and children choose to attend and support the La Vida Charter School. I am encouraged to contribute time, four hours per month, to ensure the continued well-being of the school.
2. I understand that as I parent, I am required to participate in Parent Education Seminars sponsored by the school
3. I have received and read the La Vida Charter School Parent Handbook and understand the school's philosophy and policies.
4. I understand the importance of participating, when possible, in scheduled orientations, school meetings, parent-teacher conferences, extra curricular school education events, festivals and activities.
5. I am aware of the school's recommendation of limiting the viewing of television, videos, computer games, and movies by my child.
6. I will ensure that my child will abide by school rules of behavior, dress and hygiene.
7. I will ensure regular and punctual attendance of my child(ren) at those classes we have agreed to attend. I understand that it is best that children arrive about 10 minutes before class begins, and that they are picked up promptly at dismissal time. I understand that my child can be bumped from onsite classes if absent four times a semester and for excessive tardiness.
8. I understand that toys should stay at home unless special arrangements have been made with the teacher and that cell phones are to be turned off during school hours.
9. I understand that canceling three educational coordination meetings with out twenty-four hour notice can result in my student being dis-enrolled.
- 2.10. I agree that my child will take the CAASPP test and / or the La Vida Alternative Assessment. (MAP test) as well as the beginning of the year diagnostic.
11. I understand that tutoring may be required for my student's growth and agree to make sure they attend.

I have read the Parent Handbook and the Parent Information Sheet.

Signature of Responsible Guardian

NAME _____ **DATE** _____

Please sign and return one copy to the office. Keep one copy for your records.

**LA VIDA CHARTER SCHOOL
PARENT HANDBOOK AGREEMENTS**

School Copy

Families of La Vida Charter School students are expected to be active participants in their children's education and in the life of the school community. To that end, I am aware of the following:

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11. I understand that tutoring may be required for my student's growth and agree to make sure they attend.

I have read the Parent Handbook and the Parent Information Sheet.

Signature of Responsible Guardian

NAME _____ **DATE** _____

Please sign and return one copy to the office. Keep one copy for your records.



Seabíscuít with his best friend Pumpkín