



Santa Clarita Valley International Charter School

Family Guidebook
2010-11 School Year

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INTRODUCTION

Welcome to Santa Clarita Valley International Charter School! You are part of a ground-breaking, innovative program designed to meet your child's individual needs and to foster in them a love of learning.

Santa Clarita Valley International Charter School may be different than some of your child's previous educational experiences. First, your child will participate in an interdisciplinary academic learning environment, where they will make connections among various areas of study including language arts, social science, science, math, art, and music. This setting will allow them to move at their own pace through inquiry-based learning strategies. Your child will also learn experientially through many field trips visiting local parks, beaches, organizations, businesses, and museums. Participation in these experiences will help your child apply his or her classroom learning. Finally, your child's growth will be measured along a continuum and in a variety of ways that demonstrate learning. In essence, your child will be empowered to take ownership of his or her learning experiences.

This Family Guidebook is a work in progress. It is designed to provide you an with overview of SCVi's philosophy, expectations for students and families, and other school information.

SECTION 1: EDUCATIONAL OVERVIEW

MISSION AND PHILOSOPHY

Santa Clarita Valley International School empowers students to become conscientious, compassionate, and responsible citizens of the world. In this process, we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through individualized instruction, active learning methods and opportunities for self-directed learning. We celebrate and foster each child's individuality and support them in discovering their highest potential.

CURRICULUM

The research-based instructional approach at SCVi is differentiated to engage students through hands-on, serious, authentic experiences across subject areas. This methodology allows teachers to address students' individual differences, variations in learning styles, intelligences, abilities, and disabilities. Rather than rely on any one series of books, textbooks or guides, we will employ multiple materials, resources and strategies to best meet the needs of individual students.

We plan to implement the curriculum with the following best practices in education:

- International focus: students in the 21st century are faced with the challenge of learning in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum on global connectivity will give students a sense of belonging in the changing world and prepared students to fit in the global marketplace upon graduation and post-college. Exploring the world's cultures will give students a positive attitude toward learning and greater understanding of diverse cultures, both in the U.S. and abroad.
- Constructivist methods and project based learning: our curriculum delivers the California content standards through relevant learning experiences that engage students' interests as they discover underlying concepts and develop deep understanding of subject matter. Students will be active participants in meaningful learning, engaging in hands-on activities and experiences that build on their prior knowledge. Projects will be used as a teaching tool to focus on higher order thinking and real world skills. We will nurture students to apply their understanding in projects that gradually introduce more complexity, more student-driven choice of topics and products. The goal is to foster self-motivation and self-directedness, as students discover their unique strengths.

- Multi-age groupings: Multiage classroom environments with two or more grades allow students the flexibility to progress at their own pace along a continuum of learning. Research supports educational environments with two or more grades that allow students the flexibility to progress at their own pace along a continuum of learning. Multi-year relationships between teacher and student provide for deeper knowledge to guide instructional decisions and familiarity with the social-emotional health of a student (Anderson and Pavan, 1993). Classrooms may be a mix of two grades to allow students to progress and to be grouped with others, rather than to be limited by age-based groupings.
- Advisory program/morning meetings: Research shows that when students feel connected to their school, they do better academically. One of the ways we will achieve this with older students is through our advisory program, where we dig deep into the world around us. The advisory program will eventually become daily seminars for upper grades. In a small group setting, we explore the causes and effects of cultural, personal, and community events.

INDIVIDUAL LEARNING PLANS (ILP)

Each year, students and teachers will create ILPs to guide instruction. Each student, along with his/her family and teacher, will work together to monitor the ILP and make adjustments as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual and therefore will be working toward attainable goals appropriate to his/her individual development.

When students' Individualized Learning Plans are created and at the start of major learning activities, students will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those outcomes, starting at a basic level when they are younger and improving their ability to self-assess over time. At least twice each school year they will meet with their instructor and their parent to look critically at what they have accomplished, examining a portfolio that showcases what they have learned throughout the school year. The student will help lead a discussion of their strengths and areas of growth (advisors will coach students through this process and practice with students while they are learning how to help lead and ultimately to direct these discussions). The group will work together to develop goals and strategies to overcome challenges.

These portfolio-based Student Led Conferences will help ensure that students are accountable to their families, their teachers, and the school community as a whole. In addition, the experience creates a powerful incentive for students to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit students' distinct learning styles.

SECTION 2: GENERAL OPERATIONS

HOURS OF OPERATION

School Hours:

□ Kindergarten	M, T, W, TH, F	8:45-12:15
□ Grades 1 - 7	M, T, W, TH	8:45-3:15
□ Grades 1 - 7	F	8:45-12:30
□ Grades 8 - 9	M, T, W, TH	8:00-3:15
□ Grades 8 - 9	F	8:00-12:30

Office Hours: 8:00-4:00

Contact Information

Location: 28060 Hasley Canyon Road, Valencia, CA 91384
Phone: 661-705-4820
Website: www.scvcharterschool.org
Email: info@scvcharterschool.org

Nutrition Break Time:

Grades K - 2	10:00 - 10:15
Grades 3 - 5	10:20 - 10:35
Grades 6 - 7	11:15 - 11:30

Lunch Schedule:

Grade 1	12:15 - 1:00
Grades 2/3	12:00 - 2:45
Grades 4/5	12:30 - 1:00
Grades 6/7	1:00 - 1:30
Grades 8/9	12:45 - 1:15

JULY 2010						
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25	26	27	28	29	30	31

**Santa Clarita Valley International
Charter School 2010-2011**

August
30-First Day of School

September
6 - No School - Labor Day
9-10 - K-3 Assessments - Min. Days

October
8 - ILP Meetings
15 - ILP Meetings
22 - ILP Meetings

November
11 - No School - Veteran's Day
12 - Pupil Free Day
22-26 - Fall Break

December
20 - Jan. 7 - Winter Break

January
17 - No School - Martin Luther King Day
28 - Reports of Progress Sent Home

February
21 - No School - President's Day

March
4 - Student Led Conferences
11 - Student Led Conferences
18 - Student Led Conferences
25 - 2011-2012 Enrollement Lottery

April
4-8 - Spring Break

May
19-20 K-3 Assessments - Min. Days
30 - No School - Memorial Day

June
6-10 - Student Learning Showcase
10 - Last Day of School

AUGUST 2010						
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APRIL 2011						
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May 2011						
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JUNE 2011						
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SECTION 3: STUDENTS

EXPECTATIONS

Because SCVi strives to present our students with opportunities that exceed those available at most traditional schools, our students must also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do his or her best, both academically and behaviorally. If there's a problem, we personally speak with the child, discuss the options for making good decisions, set appropriate consequences, and strive to help the student internalize the importance of taking responsibility for his or her own learning and behavior. As a framework for this, we have our expected student learning results. SCVi with its emphasis on the 7 Habits of Highly Effective People by Steven Covey, will prepare our graduates for the 21st Century by teaching them to be:

- Inquirers
- Knowledgeable thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

At SCVi we utilize Love and Logic to facilitate students to learn positive student behavior. Our SCVi expectations for school behavior:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it

At the beginning of the school year, and at intervals throughout the year, we will discuss these goals and principles with the students, come to a common understanding of what they mean and why they are important, and then help our students to incorporate them into their daily lives.

STUDENT EXPECTATIONS

Consequences

There are consequences for not adhering to the behavior guidelines. The following consequences allow flexibility for individuals and varying situations. As the behaviors escalate, so will the consequences.

1. **Warning and reminder:** This may take place in or out of the classroom.
2. **Think time:** This allows children to cool off and situations to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.

3. **A respectful, related consequence:** This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a desk, the consequence may be to clean the desks in the classroom during lunch.
4. **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. Initially, the child fills out a form describing what happened, what she or he could have done differently, and what could be changed at the school that could prevent this from happening again. Every form goes home and requires a parent signature. This step includes a phone call to the parents.
5. **In-house suspension:** The child would come to school and do schoolwork in an isolated situation. (Fighting will result in an in-house or home suspension)
6. **Suspension/parental supervision:** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.

ATTENDANCE

We try to make every minute of school engaging for the students, and our expectation is that all students will be at school by 8:00 for grades 8 -9 and 8:45 for K - 7. Students arriving late could miss important beginning of the day information that is relevant to their education.

We ask that you contact the school if you know your child is going to be tardy. If your child arrives later than 30 minutes after start time, please bring them to the main office so that we can record their attendance. Consistent tardiness will result in students missing valuable time with their classmates and will require them to make up missed activities; so please work with us to arrive on time every day.

TRUANCY

A student whose parent(s) expect him or her to be in school, but who does not attend, is truant. Truancy is a serious offense. Missing a class period without permission is also considered truancy. Truancy may lead to consequences such as making up missed work after school, during lunch or during recess, along with a parent conference.

ABSENCE

If your child is going to be absent, please email the school at: attendance@scvcharterschool.org or call the school office (not the classroom teacher) on the morning of the first day of the absence. You may leave a message on voicemail when the office is closed. If this is not possible, upon returning to the school, please send a note with your child stating the reason for the absence.

ILLNESS

SCVi staff are trained in CPR and first aid, but there is not a school nurse on site. Because we do not have facilities equipped to care for sick children, any child not well enough to participate in classroom activities will be provided a space in which to lie down, and parent(s) will be called to pick up the sick child.

If your child needs to take prescription medication on a temporary or permanent basis while at school, an authorization to administer medication needs to be on file at the school. This form is available at the school office. This authorization should include the following information:

- Name of student
- Name of medication, dosage amount and instructions
- Doctor's signed prescribed statement allowing school personnel to administer specific medication
- Any known drug allergies or reactions

LONG-TERM ABSENCES

Students who are absent for three or more days may request assignments by calling the school office before 9 a.m. on the third day. Taking a student out of school for vacations is not encouraged. However, if your child is scheduled to go on vacation during school time, we expect you to notify their teacher and the Principal in writing one week ahead of time.

INDEPENDENT STUDY

Students may complete a Short Term Independent Study Agreement to receive credit for missed school days for absences of up to 25 days. Per school year, SCVi's policy requires students to meet the following criteria:

- The Independent Study Agreement is reviewed and signed by the student, facilitator, parent/guardian, and Executive Director of Education. The signed contract will be submitted to the home study office to remain on file.
- The contract Facilitator is a current SCVi faculty member.
- The student will complete work equivalent to the work that would normally be completed during the course of a school day (6 hours minus lunch and recess).
- The contract will include work to be completed, required assignments, and assessments. All work will be maintained with the Short Term Independent Study Agreement and filed in the home study office upon completion. The contract facilitator will be responsible for submitting a final evaluation along with the completed and graded assignments.

- Students will be expected to complete all work assigned and turn it in to the home school coordinator within two days after they return to the school. Failure to complete all work results in an unexcused absence, the student does not receive credit for the lost time and the school loses funding for the days missed.
- The assignments will align with the CA state standards for the student's grade level.

SECTION 4: STAFF

STAFF

Executive Director of Business- Development and Operations:	Amber Raskin
Executive Director of Education:	Dawn Evenson
Principal:	Mary Rockwell
Classroom Facilitators: K - 1 -	Staci Hammerschmitt, Jennifer Williams, Kimberli Lengning, Aimee Curtis
Second -	Ana Donovan, Linda Krystek
Third -	Jennifer Doiron, Marla Jensen
Fourth -	Tina Navarro, Christine Orth
Fifth -	Joanne Hwang, Allison O'Hare
Sixth -	Dustin Lengning, Keith Faulkner, Elizabeth Rydall
Seventh -	Lynn Ryan, April Meraz, Tim Alves
Eighth/Ninth -	Dan Molik, Lauren Jenkins, Chery Sena, Allison West
Art Director -	Kim Adam
Foreign Language Facilitators:	
Spanish -	Vanessa Selman, Irma Camara
Korean -	Esther Kim
Mandarin -	Nina Noble
Home School Facilitators:	
Director -	Kathy Reynar
Facilitator -	Ceci Zoubek
Facilitator -	Abby McMillen
Facilitator -	Ellen Wozniak
Facilitator -	Tara Borja
Office Manager/Registrar:	Gris Ibarra
Reception/Admin. Asst.:	Danijela Kuric
Health Clerk:	Melissa Brimigion
Accounting:	Ceci Zoubek
Facilities:	Alex Toval
Love and Logic Facilitator:	Tonya Mckay

SECTION 5: POLICIES AND PROCEDURES

LUNCH

SCVi will offer a lunch program this year, and has arranged through Revolution Foods to offer students the opportunity to purchase healthy lunches at a price of \$4.59. Students may also bring their lunch. (Revolution welcome letter attached at the end of this packet)

The school also operates a healthy snack shop where students can purchase a variety of snacks between \$.35-\$1.00.

ELECTRONICS

Cell phones, game boys, and other electronic items are often used for instructional practices. We realize that many parents give their children cell phones for safety and convenience reasons, however cell phones brought to school must be turned off and put into back packs during school hours, unless being utilized for instruction. Families may contact their child in an emergency situation by calling the school office. Learners may also contact families in an emergency using the office phone; permission to use school telephones needs to be given by an SCVi staff member.

FASHION TIPS

We do lots of walking, running, sitting on the carpet, art, etc. Therefore, our parents and students have found that loose- fitting, comfortable clothing and closed-toed sneakers or comfortable walking shoes work best at our school.

COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a parent has a classroom concern, it is expected that he/she will try to resolve the concern with the classroom teacher. If the concern is not resolved, please bring your concern to the principal. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

INTERNET USAGE

SCVi computers have access to the Internet. The school works diligently to protect our students from inappropriate content. The SCVi staff works closely in training our students as to the appropriate use of the Internet. Before using the Internet, parents and students should read the following "Network Use

Guidelines." All parents and students must also sign a Student & Parent/Guardian Network Responsibility Contract.

NETWORK USE GUIDELINES

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet as part of your student's educational experience. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people.

Students will have access to:

1. Electronic mail (e-mail) communication with people all over the world.
2. Information and news from a variety of sources and research institutions.
3. Public domain and shareware software of all types.
4. Discussion groups on a wide variety of topics.
5. Many university libraries, the Library of Congress, and more!

Giving our students the skills to thrive in the 21st century means giving them access to technology. So with computers as part of every classroom curriculum, SCVi does and always has used very strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act requires. While we have filters at the network level for inappropriate Web sites, there are still instances when those Web sites can come through. Please be assured that SCVi remains committed to restricting the use of such Web sites.

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13). The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students. SCVi takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

The purpose of schools having access to the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of SCVi.

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

1. Any information which violates or infringes upon the rights of any other person.
2. Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. Advertisements, solicitations, commercial ventures, or political lobbying.
4. Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
5. Any material which violates copyright laws.
6. Any vandalism, unauthorized access, "hacking," or tampering with hardware of software, including introducing "viruses" or pirated software, is strictly prohibited (Penal Code, Section 502).
7. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges.

Giving our students the skills to thrive in the 21st century means giving them access to technology. So with computers as part of every classroom curriculum, SCVi does and always has used very strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act requires. While we have filters at the network level for inappropriate Web sites, there are still instances when those Web sites can come through. Please be assured that SCVi remains committed to restricting the use of such Web sites.

Netiquette (Network Etiquette)

The use of the Internet requires that you abide by accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not send abusive messages to anyone.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a student's picture, first name, or work on the Internet, the school must have on file a parent release authorizing publication.
4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without his/her permission.
5. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.
6. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on, you must notify SCVi staff.
7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

VALET

In order to keep the students and families safe before and after school, we ask that you follow the valet instructions when driving your child to SCVi's campus.

Please remember to:

- Drive slowly and watch for parents and children walking and for drivers not wanting to be in the valet lane
- Not to talk on cell phones, give your attention to a safe exit
- Have your child seated so that he/she can exit quickly
- Be prepared- have goodbyes and any business taken care of before arriving at the school
- Have your child ready to exit with back pack/school work/ lunch in hand
- Make sure your child has exited safely and all volunteers are at a safe distance before you drive away from the valet drop off
- If you need to get something out of the trunk please park in the parking lot and walk the item into the school. Children should not walk from the parking lot without an adult. Please accompany your child into school if you are parking the car (before school hours).

FIELD TRIPS

Throughout the school year, the students will take many trips. These trips are a part of SCVi's project-based curriculum and may include walking trips, trips by private or school vehicles, and buses. Participation is required as these are important learning experiences and part of the curriculum.

Walking/riding field trip forms are completed at the beginning of each year as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in SCVi's ongoing field trip program throughout the school year.

Facilitators will not send home trip slips for each individual field trip unless the destination is more than 2 miles. If you are interested in accompanying your child's class on a field trip, please let the teacher know in advance. We appreciate all volunteers for trips.

EMERGENCY DRILLS

Emergency drills, such as earthquake and fire drills, are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who in turn teach them to students.

If an emergency occurs during regular school hours, students will be directed by their teachers to follow emergency procedures for the specific event. If an emergency occurs when the students are not onsite, students will be directed to the supervising aid or parent volunteer, or other school staff member. These supervisors will call SCVi to provide an update and next steps.

If an emergency extends beyond the end of the school day, we will not release students until it has been determined that it is safe to do so. Parents are expected to sign students out with the teacher.

INSTRUCTIONS FOR PARENTS

If a disaster occurs during the school day and the damage is extensive, we ask that you park your car away from the valet areas and walk inside the school to pick up your child. It is important to keep the fire lane open for emergency vehicles only.

Once you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, students will be congregated in the parking lot away from all buildings. At this point, staff will determine whether or not to transport students to another area. A phone message will be sent to your home phone with directions on where to pick up your child. Please do not leave the school without signing out your child. This will allow us to post a complete roster of which students have been released and to whom.

The school currently uses the Hart District's emergency preparedness plan, but we are developing a health and safety plan specific to SCVi. We will distribute this document to all parents and guardians.

SECTION 6: COMMUNICATION

COMMUNICATION METHODS

The most common way to stay in touch with current events and activities at SCVi is via the website - www.scvcharterschool.org.

Monday Message

Each Monday, school information and reminders are sent home electronically.

Monthly Newsletters

Each month news and educational research pertinent to our school is shared with families. We strongly encourage all families to sign up for the weekly and monthly emails by going to the “join our mail list” link on our website.

Class Newsletters/Websites

Each class/grade level has an informational website. Your students facilitator will provide this website information at Back to School Night.

Powerschool

We are now adding Powerschool as a communication tool at SCVi. In order to use Powerschool, each family will need to register. A handout with your individual log-in information was given out during Back To School Night. If you did not receive your handout at that time, it was sent home with your child today.

Currently, for the primary grades, Powerschool can be used to access attendance information. However, this will soon be updated to include Powerteacher, the grade book section of Powerschool, which provides the following:

- ❑ "Real time" student grades
- ❑ Progress/involvement on a project
- ❑ Behavioral concerns
- ❑ Anecdotal records
- ❑ Link to classroom Web site

Please take a few minutes to read over the Powerschool handout and register on the site. You will be receiving messages as we update this new program.

Please let your child's facilitator know if you have any questions.

All staff have an email account, and facilitators can be reached via email in the evenings or after school hours. If you need to speak with a teacher during the day, please email the facilitator.

You will receive periodic phone calls from our automatic Connect-Ed calling system. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times. You can update your information by sending us an email - office@scvcharterschool.org.

We all recognize the importance of open, productive and effective communication to healthy working and personal relationships. The SCVi community values and encourages discussion about issues that relate to our school. We encourage you to get involved in areas where you have working knowledge or experience with school opportunities and challenges.

SECTION 7: FAMILIES AND SCVi WORKING TOGETHER

VOLUNTEER EXPECTATIONS

SCVi seeks to make education a community passion. To this end, parent participation is essential to the success of the education process. Parents are expected to participate in the operation of the school as an integral part of the staffing and support team and with the charter staff in the development and successful completion of the individual learning plan for your child.

Parent participation responsibilities will include the following specific items:

- ❑ Each family will commit to 8 hours per month or 80 hours per year of participation
- ❑ A minimum of 10 of these hours will be spent working directly with learners (including, but not limited to, class time, field trips, projects, lunch and recess, etc)
- ❑ Attending any 3 school wide events each year (hours count toward parent participation commitment)
- ❑ Recording hours and meeting the yearly obligation is the responsibility of the parent
- ❑ Families having difficulties meeting the participation commitment should contact Jennifer Wohlenberg and Sandy Swallow, the Community Action Team Co-Presidents, to discuss special arrangements
- ❑ A signed parent participation agreement needs to be on file with the school as part of the enrollment requirements

Education - coordinated with teachers directly

- ❑ Primary teaching under the supervision of the classroom teacher
- ❑ In-class support as an educator aide
- ❑ Adult workshops - parents teaching other parents
- ❑ Outside research in support of specific school projects
- ❑ Substitute teaching (as a volunteer with a credential)
- ❑ Driving on field trips (must register as driver)
- ❑ Host an activity in your home or business
- ❑ Coaching an intramural/intra-district after school sport
- ❑ Organizing a community service project for learners

Administrative support - coordinated with the Co-President of the Booster Club or Administrative staff

- ❑ Supervision at the school - lunch periods, front desk
- ❑ Operation support - maintenance of the campus

Committee/Team Support - Committees/Teams - community/team involvement

The following people may fulfill participation hours:

- ❑ Parents/Guardians
- ❑ Other family members (grandparents, siblings)
- ❑ Childcare providers, co-workers

NOTE: All volunteers must have a current TB test on file by November 30th of each year, as well as a criminal background check (with fingerprints) if possible.

Participation hours should be regularly logged (daily, weekly, or monthly) into the volunteer binder located in the office. Hours are tallied once per month. Regular reports will be sent home to families notifying them of their status.

Donation Alternative

Monetary participation is an option and can be made in lieu of up to 50% of a family's obligation. Fees collected from monetary donations will be restricted in use. These fees can only be used for payment of classroom assistance either through independent aides or other classroom assistance.

Exception Procedures

As with any endeavor, exceptions may be made for families who cannot fulfill their commitment due to special circumstance. Families can request exceptions for any period of time deemed necessary (i.e, one month, one quarter, full school year). Exceptions for a full school year need to be made within the first month of school. Partial exceptions can be made up to April of each school year.

Parents who need an exception should contact the school Principal. All conversations will be confidential.

RECORDING VOLUNTEER HOURS

All volunteers should record their volunteer hours into the Keep n Track system located with the receptionist at the front desk. Hours will be recorded each month. Please email the Community Action Team for questions cat.president@scvcharterschool.org

SECTION 8: GOVERNANCE

HISTORY

The Board of SCVI were comprised of community leaders who are very passionate about providing innovative educational opportunities. Each of these founders came to SCVi with the vision and ability to create and maintain a successful school. A brief description of the Board members who are currently still serving on the board is listed below:

- Amber Golden Raskin, President
- Andy Hetzel, Vice President
- Wendy Ruiz, Board Member, Parent Representative
- Tae Chang, Secretary
- Marti Heinbaugh, Board Member
- Dawn Evenson, Board Member
- Linda Krystek, Board Member, Teacher Representative

SCHOOL GOVERNANCE

SCVi is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. SCVi was chartered by the William S. Hart School District, and as such, SCVi's Board of Directors operates under the authority granted by Hart.

The Board of Directors of SCVi members for the 2010-2011 school year will be comprised of:

- SCVi Lead Administrator (i.e., Principal)
- 1 Teacher
- 1 Parent
- 1 Founder
- 2-3 Community Members

Decisions made by the Board will be on a majority basis. The Board will oversee SCVi's policies and operations, and will receive regular reports on the school's academic financial, and operational progress.

PARENT COMMITTEES

The Community Action Team is forming to help the school with fundraising, special events, and volunteerism. Jennifer Wohlenberg and Sandy Swallow are the coordinators.

SECTION 9: BEFORE AND AFTER SCHOOL OPTIONS

CHILDCARE

If you need before school child care, you may drop off your child without cost as early as 8:00am. If you need to drop off before that time, we will have supervision for a fee of \$5.00 per day, per student as early as 7am. Please email schoolcare@scvcharterschool.org if you need this service to staff appropriately.

Higher Vision Church has an after school enrichment and performing arts club called Club F.A.M.E. Information is available at info@highervisionchurch.com or register on-line at @ www.highervisionchurch.com/FAME.

ENRICHMENT ACTIVITIES

SCVi plans to offer several clubs and extended day classes for students this year, such as: Lego First Robotics, Chinese Language Classes, Art, Chorus, Strings and other fun and engaging activities.