

*Guided by the values of respect, responsibility and compassion.  
Dedicated to the pursuit of academic excellence.*

Chico Country Day School

# Our Charter

May 2004

The mission of Chico Country Day School is to grow responsible citizens who are guided by the core values of respect, responsibility, and compassion, and to establish a community dedicated to the pursuit of academic excellence.

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# Chico Country Day School Overview

## THE PROGRAM

Chico Country Day School (CCDS) will offer a broad and balanced curriculum which includes thorough instruction in the traditional academic disciplines: English/language arts, mathematics, science and social studies. Art, technology, athletics, drama, music and environmental education will be integral parts of the program.

While striving for the highest standards throughout the curriculum, CCDS will, within available resources, develop distinctive programs in social studies, science and technology and the arts—social studies because of the need for appreciation of individual differences and awareness of the interdependence among people; science and technology because of their increasing role in improving the effectiveness of group and individual learning; and the arts because of the critical role they play in fostering creative thinking and problem solving.

## THE TEACHERS

Chico Country Day School teachers assume that education is a joyful, active process that encourages students to accept challenges, give their personal best, and learn from their mistakes. Our teachers are an exceedingly able and dedicated group who care deeply about children and are responsive to the needs of individual students and families. They value the best elements of traditional and innovative education and support the development of every student's mind, body and spirit. Supported by new technologies and ideas, they are eager to consider fresh approaches and strategies to maintain high standards throughout the curriculum.

## THE STUDENTS

Students will demonstrate the capacity and motivation to affirm the core values of the school community and to find success in a comprehensive and challenging program. Students will leave this school prepared to be responsible and productive citizens in a democracy.

## THE PARENTS

Much of the school's philosophy lies in the knowledge that children with families that are involved in their child's education are more successful academically. Families who attend Chico Country Day School are encouraged to volunteer their time and expertise at our school. Parents and staff support each other for the success of CCDS. Each family is encouraged to spend 2 hours per week volunteering and supporting CCDS in many different ways, including assisting teachers in the classroom, driving on field trips, serving on our PTP board, or working on a committee. Supporting fundraising efforts is another opportunity for parents to contribute to their child's education.

## AFTER-SCHOOL PROGRAMS

A cost-effective before and after school enrichment program will be offered to compliment the academic program at Chico Country Day School.

# Chico Country Day School Charter

We value:

- Literate, cultured, life-long learners who respect diversity.
- Academic excellence.
- Social consciousness and responsibility to a democratic society.
- Self-confidence and compassion.
- Appreciation and respect for the natural world.
- Children who are joyful, responsive, imaginative, expressive, intrinsically motivated and self-directed.
- The use and understanding of modern-day technology.
- The development of creative talents and skills.
- A unifying school, parent and community effort.

## ELEMENT 1

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

This charter school will prepare its students for the future by creating exceptional opportunities for them to learn. We will equip our children with strong academic skills. Concurrently, we will help them begin the lifelong process of learning and enable them to find paths that make their lives and the lives of others sustainable, productive and enjoyable.

An education from this charter school will be differentiated from traditional schools in two ways: by the foundation of skills its students will have developed to cope with change, diversity, and a rapidly increasing body of knowledge; and by the breadth of the exposure its students will have to the larger world.

While striving for the highest standards throughout the curriculum, CCDS will, within available resources, develop distinctive programs in social studies, science and technology and the arts—social studies because of the need to understand the way others in the world think and communicate; science and technology because of their increasing role in improving the effectiveness of group and individual learning; and the arts because of the critical role they play in fostering creative thinking and problem solving.

An essential characteristic of the school's educational program will be its continued emphasis on the balance of intellectual, physical and social/emotional development of its students. To stimulate the mind, the school will offer a broad and balanced, personally rigorous curriculum that is both carefully planned and regularly reviewed. The program will offer students continuous opportunities to be engaged in learning and to achieve success in their studies. To promote physical development, the school will maintain an outdoor program and maintain a focus on student "wellness" (health and nutrition) that will prepare students to care for their physical and emotional well-being throughout their lives. To encourage the growth of the spirit, the school will provide a community that celebrates diversity, emphasizes individual and group responsibility and fosters self-esteem.

The uniqueness of each child will be honored and an accepting environment will be cultivated where individual interests and skills are encouraged, honoring the developmental stages of the child as well as their unique learning style.

The school will seek ethnic, racial, and socioeconomic diversity and will welcome applicants with a wide range of talents and learning styles.

Currently CCDS serves grades K-8. Grade configuration is determined by available facilities and enrollment.

The school's desire is to offer a personal education in which teachers, students, and parents know one another well and collaborate in the learning process and to achieve this goal, and the school will, within available resources, strive to maintain a lower teacher/student ratio.

To accommodate the needs of families beyond regular school hours and to further enhance the sense of community, every attempt will be made by CCDS, within available resources, to provide a for-cost before and after-school daycare and after-school enrichment activities.

## ELEMENT 2

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*The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.*

Today's students attending this charter school will continue their education in a world growing ever more complex, interdependent and uncertain. This demanding future will require citizens who are self-confident and broadly educated, who possess ethical standards against which they can judge the choices they will have to make, and who are eager to contribute to a changing world. CCDS students will have a well-founded understanding of the interdependence among people and will have the capacity to approach the world with compassion and respect.

Basic intellectual skills will include the ability to think clearly and creatively, to communicate orally and in writing, and to find and use information. Students will learn to accept challenges and learn from their mistakes. They will acquire the capacity to work hard, independently and in groups, and to contribute to their community. All curriculum and instruction at CCDS will be designed to align to California State Academic Content Standards.

### **COGNITIVE PROCESSING**

Students will demonstrate complex thinking skills by identifying, accessing, integrating and using available resources and information to reason, make good decisions, and solve complex problems in a variety of contexts based upon content knowledge, and by articulating their thinking process.

### **SCIENCE AND TECHNOLOGY**

Students will demonstrate their ability to define problems, hypothesize, design and carry out investigations, observe, collect, display and analyze data, communicate findings, redefine problems, and revise experimental design using appropriate methods, materials and tools of technology.

### **COMMUNICATION**

Students will exhibit effective communication through listening, speaking, reading and writing in a critical, reflective, responsible, and extemporaneous fashion using a variety of media, including the arts. Students will have an awareness and understanding of multiple perspectives.

### **SOCIAL AND EMOTIONAL WELL BEING**

Students will exhibit healthy self-esteem by demonstrating respect for others and making positive choices in interpersonal relationships. Please see Appendix 1, Lifeskills and Lifelong Guidelines.

### **PHYSICAL**

Students will demonstrate physical skills that will enable them to participate in individual and team activities. They will recognize and pursue healthy habits of fitness, nutrition, sportsmanship, and safety.

## **OUR GOAL IS THAT ALL CCDS GRADUATES WILL BE:**

### **Educated individuals who**

- attain a level of knowledge that meets or exceeds California grade level standards.
- attain subject area learning standards including, but not limited to, English/Language Arts, History/Social Science, Science, Math, Health, P.E., and Visual and Performing Arts.
- access information from a variety of sources

### **Contributing members of society who**

- possess and apply the skills to be productive in the workforce, family and community
- adjust to new situations and ideas
- adapt to a changing world
- work effectively in a team setting
- analyze, interpret and communicate information effectively
- serve as positive role-models

### **Critical, reflective thinkers and problem solvers who**

- gather, analyze and process information from a variety of sources
- organize relevant information, make connections, and draw conclusions
- work individually and cooperatively toward effective solutions

### **Informed, responsible individuals who**

- recognize and appreciate individual and cultural uniqueness
- contribute to solutions of community and worldwide issues
- take positive action on issues affecting our environment
- demonstrate teamwork and/or leadership skills
- exhibit mutual respect
- set, prioritize and revise personal goals

### **Effective communicators who**

- understand and convey written, oral and visual ideas and information
- listen and ask questions

### **Effective users of technology who**

- use technology to access, select and apply information appropriate to individual needs

### **Confident individuals with positive self-esteem who**

- have respect for themselves and others
- have a clear, realistic and positive view of self
- accept differing values and belief systems in their interactions with others
- are self-directed, lifelong learners.

Our goal is to have Chico Country Day School students meet or exceed the benchmark requirements established by the Chico Unified School District for all curricular areas.

## ELEMENT 3

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*The method by which pupil progress is to be measured in meeting pupil outcomes.*

The school will use performance and authentic and standardized testing methods, such as the CAT-6 and the CST, California Standards Test, to demonstrate that the desired skills and knowledge have been obtained by the students. All testing methods required by the state of California will be used by CCDS.

Other strategies and assessment tools will be adopted by Chico Country Day School as appropriate. Student academic expectations will be the same as CUSD's academic expectations and will be included in the CCDS Strategic Plan.

Furthermore, CCDS will establish ongoing communication with parents using, but not limited to, phone and personal conferences, progress reports and a student report card given to students on a trimester basis.

CCDS will provide the CUSD Board of Education with an annual performance report focusing on overall student and teacher performance, progress towards school goals, and the financial condition of the school. CCDS will provide CUSD with quarterly financial reports in accordance with all current law.

As we define the process of evaluating student learning, these critical questions will continue to guide our work:

- How do we help students articulate their learning process?
- How do we help students evaluate their own learning?
- How do we measure student gains in learning other than standardized testing?
- How does our work in electronic portfolios, paper portfolios, protocols, and student generated rubrics drive the curriculum and instruction for deeper learning for all students?
- How do we make a difference?
- How can working together in grade level teams be enhanced in this process to calibrate assessment between and within grade levels?

## ELEMENT 4

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

Chico Country Day School will be governed by its Board of Directors whose members have a legal, fiduciary responsibility for the well-being of the organization. The CCDS Board of Directors will be composed of a broad cross-section of the school community and the community at-large, including parents, professionals, and community leaders.

The number of people serving on the Board of Directors and the length of terms will be specified in the CCDS Board of Director Bylaws. The Board will always consist of at least the following members: three (3) parents nominated by the school's parent community and elected by the Board of Directors, four (4) community members, nominated and elected by the board, two (2) classroom teachers nominated by the teaching staff at a regularly scheduled faculty meeting and elected by the board, and the Chico Country Day School Principal. Consistent with state law, one (1) Chico Unified School District administrator, acting in an advisory capacity, may serve on the Board of Directors. The Board of Directors reserves the right to amend the by-laws to increase the number of directors at any regularly scheduled board meeting. A quorum by the board shall be a majority of the voting members.

The Board of Directors is responsible for making collaborative decisions about the school's governance, through the establishment of operating policies and procedures and CCDS Board of Director By-laws. Major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, selecting and evaluating the top administrative staff, and overseeing fundraising activities.

Any Board member who has a conflict of interest or whose child is before the Board for disciplinary reasons, must abstain from voting.

Modifications to CCDS policies adopted by the CCDS governing board will be presented to the Board of Directors for approval. Specific procedures will be addressed in the operating policies and procedures and the Board of Director Bylaws. The CCDS Board of Directors and the CUSD Board of Trustees must approve all changes to the CCDS Charter.

The CCDS Board of Directors addresses personnel issues. The Principal is accountable to the CCDS Board of Directors.

CCDS and Chico Unified School District pledge to work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs.

As it currently operates, the school intends to function as a public school of the Chico Unified School District for purposes of providing special education and related services pursuant to Education Code Section 47(b). During each school year which the school operates as an arm of the district for special education purposes, CUSD is responsible for the delivery of all required Special Education services to eligible CCDS students, and CCDS shall pay to the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related services minus the district's revenues from all special education and transportation funding sources. Specific costs and charges are to be determined in a mutually agreeable Memorandum of Understanding, negotiated on a yearly basis between CUSD and CCDS. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

The charter school and CUSD shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding or some combination of both pursuant to Education Code Section 47646(b), the school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

The school shall have the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641(a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

In accordance with The 1998 Charter Act, the CCDS Charter School will be granted the exclusive use of property or facilities should they become available within Chico Unified School District. The specific guidelines found in Education Code 47614, as enacted pursuant to Proposition 39 and in Title 5, Division 1, Chapter 11, Subchapter 19, Article 3, Facilities for Charter School, will be followed. The charter school and district shall enter into a lease agreement with standard terms, and specifying that the charter school shall pay rent which shall be deemed to be "substantially rent-free." The lease shall also specify that Chico Unified School District is responsible for all major maintenance, in accordance with current law, at a level comparable with major maintenance services provided for similar facilities, and the charter school is responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs. CUSD agrees to promptly

notify the charter school in the event that the district vacates existing space or constructs new facilities that may be appropriate for instructional purposes. The specific lease terms for this facility will be negotiated in an annual operational agreement to be developed by the charter school and charter-granting agency.

CCDS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

Parents are a vital and important resource to the school. Their participation as instructional partners in the program and their support of the program's philosophy are critical. A separate parent organization, Parent-Teacher Partnership (PTP), will provide support for academic programs by organizing volunteer and service activities. These activities should focus on fostering community spirit, facilitating the transition of new families into the school, promoting the school in the larger community, and fundraising.

Parents will be given a Parent & Student Handbook every year, which outlines the role CCDS encourages our families to take in the educational process as it relates to assisting the school, helping their student(s) with homework, attending parent meetings, and assisting in the fundraising activities of the school. Sensitive to the busy schedules of parents, staff members and the PTP will explore ways that all parents can contribute to the program.

## ELEMENT 5

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

- Teachers' preparations should include differing areas of expertise. It would be beneficial to the program for each teacher to have a different teaching strength such as computer/ technology, art, drama, physical education/movement, science or language arts.
- Teachers will integrate ITI, and other new, reliable research into methodology and curriculum as appropriate.
- Learning is a creative process. Teachers must be able to be facilitators of learning rather than dispensers of knowledge.
- Educators should believe that education is ultimately an art. Creativity and resourcefulness should become the very essence of the teaching method.
- Teachers will need to have a high level of commitment to the program and its philosophy.
- Teachers will be team members. They will be working with parents as partners to execute the program.
- Teachers will be flexible, resourceful and imaginative.

The Charter School will seek teachers with appropriate California teaching credentials or credentials from states with California reciprocity. Teachers with credentials other than the aforementioned will fulfill the following qualifications:

A teaching credential; no criminal record; three professional recommendations; one personally supervised administrative recommendation from a direct supervisor; and a sound knowledge of current educational philosophies.

The CCDS charter school shall be the employer of all employees. Certificated employees will be employed by Chico Country Day School, on a yearly contract, and will have comparable salaries and benefits to CUSD while employed by Chico Country Day School. Non-certificated employees will be employed by Chico Country Day School through individual agreements with CCDS.

In the event of disciplinary action, certificated employees will be protected by due process pursuant to written CCDS policies. Any disciplinary matters will be dealt with by the immediate supervisor, with review and appeal to the Charter's Board of Directors.

Substitute teachers will be drawn from the CUSD substitute teacher pool.

The teacher will be in charge of the class at all times and will be responsible for meeting all administrative requirements. Curriculum will be developed by the teaching staff and will be modified as appropriate to adhere to California State Educational Standards and to CCDS educational philosophy.

## ELEMENT 6

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

Hiring procedures will be followed as described in CCDS board policies and procedures.

CCDS will meet all local building codes and all safety regulations. This will include adherence to local fire regulations, safety inspections, earthquake drills, visitor control, and the CUSD disaster plan. In addition, a safety committee, consisting of parents, teachers, and school administrators, will conduct periodic classroom and grounds safety inspections. The safety committee will have the authority to make recommendations to the Board of Directors regarding changes necessary to improve CCDS' safety and will adhere to the safety plan adopted by the CCDS Board of Directors

CCDS will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies are developed in consultation with the school's insurance carriers and at a minimum address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies are incorporated as appropriate into the school's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

All volunteers at CCDS must be professional in their conduct. All confidential items will only be handled by certified or classified personnel entitled to have access to those materials.

## ELEMENT 7

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

CCDS will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and information material that appeals to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings in several areas of the district to reach prospective students and parents.

An open enrollment policy will seek to maintain a diversified balance among students of the Charter School. Any child residing within the Chico Unified School District, regardless of ethnicity, national origin, gender, disability, or socioeconomic profile, will be equally welcome and eligible to apply for enrollment.

## ELEMENT 8

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*The Admission requirements, if applicable.*

CCDS will actively recruit a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the school's student-related policies. Admission will be requested by completing and submitting an application form. A waiting list will be maintained as needed and students will be selected by lottery to fill vacancies.

Enrollment priorities:

- Children of staff members.
- Kindergarten siblings of currently enrolled students.
- New kindergarten students (lottery).
- Re-entry students with a planned leave of absence.
- Students currently on the waiting list.

Currently CCDS serves grades K-8. Grade configuration is determined by available facilities and enrollment. Enrollment will be on a year-to-year basis. Parents who intend to reenroll their children must notify the CCDS office by March of the current school year. Reenrollment is not guaranteed.

Parents and students will be given handbooks at the beginning of the academic year that describe the educational philosophy of Chico Country Day School. Parents will be encouraged by CCDS to support the school in a variety of ways, including volunteering in the classroom, driving on field trips, or assisting in fundraising efforts.

Students will sign an agreement stating they are willing to participate, do homework, respect others, be honest, work cooperatively and obey school rules. All students are required to follow the school rules and policies regarding student behavior. All students are afforded the protections under written policies adopted by the CCDS Board of Directors with respect to nondiscrimination.

## ELEMENT 9

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*The manner in which an annual audit of the financial and programmatic operations of the school is to be conducted.*

As it currently operates, CCDS intends to function as a public school of the Chico Unified School District, and the district will determine an Independent Auditor for all financial and programmatic operations of the district and CCDS. CCDS shall have the right to become 501(c)3 Not for Profit Corporation, and the district shall not hinder or otherwise impede the efforts of the school to do so. Should CCDS choose to become a non-profit organization, CCDS will comply with all state laws pertaining to financial reporting to CUSD and the State of California. As a non-profit corporation, the CCDS Board of Directors will select an independent auditor and oversee the completion of an annual audit of the school's financial affairs.

The CCDS Charter School will provide CUSD with quarterly financial reports in accordance with all current law. In addition, CCDS will compile and provide to the district an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Element 2 from assessment instruments and techniques listed in Element 3.
- An analysis of whether student performance is meeting the goals specified in Element 2. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school's governing board during the year.
- Data on the level of parent involvement in the school's governance and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the school implemented the means listed in charter Element 7 to achieve a racially and ethnically balanced student population.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputed and complaints.
- Other information regarding the education program and the administrative, legal and governance operation of the school relative to compliance with the terms of the charter generally.

CCDS and CUSD will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports.

The school and CUSD will also jointly develop an annual site visitation process and protocol to enable CUSD to gather information needed to confirm the school's performance and compliance with the terms of this charter.

## ELEMENT 10

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

CCDS will develop and maintain comprehensive student discipline policies. These policies will be printed and distributed as part of the school's parent, student and teacher handbooks and will describe the school's expectations regarding school rules, attendance, substance abuse, violence, safety, and the dress code. Each student and their parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment by signing a statement at the beginning of each academic year. Any student who engages in repeated violations of the school's behavioral or academic expectations will be required to attend a meeting with the

Principal or their designee and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. The school's policies provide students with an opportunity for due process, pursuant to applicable federal law regarding students with exceptional needs. The Principal or their designee may, pursuant to the school's adopted policies, discipline and suspend students. If students fail to comply with the terms of a remediation agreement, the Principal may recommend expulsion to the CCDS Board of Directors. The school's governing Board of Directors will appoint a Hearing Officer from CUSD to handle the expulsion process at CCDS, in accordance to all procedures and policies adopted by Chico Unified School District and the California Education Code. The Hearing Officer will notify the CCDS Board of Directors of any pending expulsions. CCDS will include suspension and expulsion data in its annual performance report and this information will also be forwarded to CUSD for the district's data collection purposes. Students who present an immediate threat to health and safety may also be immediately suspended by the CCDS Principal or their designee and later expelled by the CCDS Board of Directors upon recommendation by the Hearing Officer.

## ELEMENT 11

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*The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or the Federal Social Security program.*

Non-certificated staff at CCDS will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the CCDS Board of Directors and adopted as the school's employee policies. CCDS retains the option for its board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality of certificated and classified staff. As it currently operates, CCDS certificated staff participates in the State Teachers Retirement System. The district will cooperate as necessary to forward any required payroll deductions and related data. As long as CCDS continues to contract with CUSD for payroll services, CCDS shall pay CUSD for Indirect Costs and Oversight to be addressed in a Memorandum of Understanding, negotiated on an annual basis.

## ELEMENT 12

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*The public school attendance alternative for pupils residing within the District who choose not to attend charter schools.*

Students who opt not to attend CCDS may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Chico Unified School District or their county of residence.

## ELEMENT 13

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

CCDS staff that has left permanent status employment in the district to work at the CCDS Charter School shall have the right to return to a comparable position in the district during their tenure at the school, in accordance with CUSD leave policies. Such staff shall also continue to earn service credit in the district, in accordance with CUSD policy.

Teachers hired outside of Chico Unified School District have no rights to employment within CUSD in the event of charter school closure, dismissal or the voluntary termination of said teacher.

## ELEMENT 14

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### *Dispute Resolution Process, Oversight, Reporting, and Renewal*

#### **Intent**

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

#### **Public Comments**

The staff and governing board members of CCDS and CUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

#### **Disputes Arising from within the School**

Disputes arising from within CCDS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The districts shall not intervene in any such internal disputes without the consent of the governing board or Principal of CCDS for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

#### **Disputes between CCDS and CUSD**

In the event that CCDS or CUSD have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between CCDS and CUSD, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the Superintendent of the district and Principal of the school. In the event that the grantor believes that the disputed relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Principal and Superintendent shall informally meet and confer in a timely fashion in an attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the district and the Principal of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and the Principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.

#### **Oversight, Reporting, Revocation, and Renewal**

The Chico Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Principal of CCDS prior to any observation or inspection. The CUSD shall provide

such notice at least three working days prior to the inspection or observation unless the school's board or Principal agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by CUSD without the mutual consent of the governing board of CCDS.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of CCDS in writing, noting the specific reasons for which the charter may be revoked, and grant CCDS reasonable time to respond to the notice and take appropriate corrective action.

CUSD agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element 9. Within two months of the receipt of this annual review, CUSD must notify the governing board of CCDS as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions.

## ELEMENT 15

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### *Labor Relations*

The CCDS Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

## ELEMENT 16

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### *School Closure*

Should Chico Country Day School either voluntarily close the School or have its charter revoked by CUSD, CCDS students shall have the right to attend any other school in the Chico Unified School District, subject to the CUSD's placement policies and procedures.

CCDS shall dispose of its assets in a manner consistent with CUSD policy and procedures as long as it remains an arm of the district. If CCDS is a non-profit corporation at the time of closure, it shall dispose of its assets in a manner consistent with California Non Profit Corporation Codes.

CCDS shall carry its insurance policies for three years following the date of closure.

CCDS shall maintain its records for three years following the date of closure.

## APPENDIX I

### **Life Skills and Lifelong Guidelines**

#### **Lifelong Guidelines (5):**

Trustworthiness

Truthfulness

Active Listening

No Put-downs

Personal Best: In putting forth our personal best, we rely on the life skills to guide us.

#### **Life Skills (18):**

Integrity, Initiative, Flexibility, Perseverance, Organization, Sense of Humor, Effort, Common Sense, Problem Solving, Responsibility, Patience, Friendship, Curiosity, Cooperation, Caring, Courage, Pride, Resourcefulness.

APPENDIX II

Organizational Structure of Chico Country Day School

